

ADULT EDUCATION IN  
AMERICA AND ENGLAND





# ADULT EDUCATION IN AMERICA AND ENGLAND

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## PREFACE

**D**URING the year 1934 I was given a year's leave by the University of Queensland and travelled through the United States of America and England investigating the adult educational work being done in those countries. This tour of investigation was made possible by a grant from the Carnegie Corporation of New York. The following pages formed the material of a report which, on my return, I presented to the University of Queensland. This fact accounts for the specific references to the State of Queensland and particularly for Chapter XI containing suggestions. Many of these suggestions can be taken as relevant to conditions in other Australian States as well, but, because they may not necessarily apply, it has been thought wise to retain the specific setting.

My travels were confined to America, England and to some of the other States of Australia. Any references that I make to other countries are based upon information given me by reliable persons who have seen adult education at work in those countries.

I have not set out to give a complete summary of every piece of adult educational work that came under my notice in America and in England. I have tried to explain the chief features of the work in both countries, selecting as illustrations those actual examples which seemed to me to be typical.

Throughout the Report I shall use the one word 'America' to denote the United States of America.

B H MOLESWORTH

*Brisbane,  
April, 1935*



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## TWO TYPES OF ADULT EDUCATION

IN reviewing adult education in America and in England I was struck immediately by the immense variety of activities there is in both countries, and by the amazing growth which has taken place in these activities since I was last overseas some 17 years ago. I have been interested further to find that Public Authorities, through their Education Departments are, in more and more places, both in America and in England, accepting the responsibility for adult as well as for child education. The Public Authority, in some cases, itself conducts the adult education, in others it provides the finance but entrusts the conduct of the adult education to voluntary 'responsible bodies'. The two conditions which are helping to drive home to public authorities their responsibility for the education of adults are (a) the increasing amount of leisure time and (b) the increasing interest in social affairs.

All this adult educational work may be classified in two groups. That in the first group does and that in the second group does not require both (a) systematic, continuous and progressive study in classes and (b) evidence of the performance of some mental activity on the part of the student. Of course this is a generalized classification and there are many activities which are on the borderline between the two groups and which it might be difficult to classify definitely in either the one or the other. But, speaking generally, this classification can be applied.

Again speaking generally, the activities in the first group aim at providing the means of serious study for that minority of the people who are students. Those in the second group aim at raising the level of understanding of the majority of the people.

In England during last century the slowly increasing amount of adult education was mainly of the first type. Early in this century the WEA Tutorial Class was evolved and during the next 20 years the steadily accelerated growth of adult education was modelled on the Tutorial Class. During recent years expansion and experiment have led to the use of many variations, of many new methods and of some new technique. But wherever the two essential features of a Tutorial Class have been preserved—the continuous and progressive study and the individual effort on the part of students—the work can be classed in the first group of activities. During the last 17 years in England, however, there has been also a very great extension of the second group of adult educational activities.

‘In America the first type has not been developed very much outside of the Extension and Home Study Departments of the Universities.’ But the scope of this University Extra-mural work in America is so wide and the facilities so accessible that it is considered there that University Extension and Home Study (which is their name for tuition by correspondence) provide nearly all the means necessary for systematic, continuous and progressive study for those individuals who want it. This work, they consider, is essentially the direct task of the Universities. Adult educational effort on the part of all other agencies should be concerned, not with the small percentage of the population who are students, but with the vast majority of the population who are not students but whose level of understanding, and particularly of social understanding needs to be raised substantially and as quickly as possible. During recent years there has been in America an immense and rapid growth of adult educational agencies of the second type and very many experiments have been initiated—experiments in method, in technique and with different types of people. In America the term ‘adult education’ usually denotes activities of the kind I would classify in my second group and the typical method is that of the ‘Forum.’ Its aim is primarily social and only secondarily individual. University Extension and Home Study cater primarily for the needs of the individual. These two differing types of adult educational activity have each their advocates in both countries. The difference in attitude between these advocates was well brought out at a Conference I attended at Oxford of persons interested in Rural Adult Education in England. An official of the Lancashire Education Authority read a paper in which he described with much enthusiasm the work on which he had been engaged in the rural parts of Lancashire. Throughout a large group of villages he had arranged during each of the three previous winters a series of weekly lectures. These lectures were not in any connected series—just ordinary public lectures—lasting over a 20-week period. In America these would be termed Forums. Each winter had seen a growing interest and an increasing attendance. Following on his paper the speaker met with some sincere appreciation from a handful of folk, but the majority present were tutors who were engaged in conducting Three Year Tutorial Classes in rural districts. How they did sit on that poor fellow from Lancashire! His time would be much better occupied in pulling out from amongst the hundreds of country folk some twenty persons who would form one tutorial class and get down to serious study. Now that is a narrow academic attitude, rather tinged with an academic snobbery—so it seems to me. My sympathies were all with the man from Lancashire, and

I am confident that his bubbling enthusiasm, his delightful and sincere personality expended in the adult educational cause were helping to do educational good not only for his hundreds of rural Lancastrians but also for his scores of University and other lecturers

Far be it from my intention to decry the benefit of gathering a score of persons with a bent for study and giving them an opportunity of following it. Do that by all means, if practicable. Many of the real students within the country are continuously graduating through School and College and University. But there are perhaps no more than one in every hundred amongst the general populace outside of the University and College population who do not get, or who miss, their opportunity of continuing on from school as students. For these folk the adult educator must provide the opportunities for continuous and progressive study. But let him not disdain to help also those amongst the ninety and nine others who, perhaps for the first time, are being brought into touch with things of the mind even though they be still on the outside edge of mental life. Here are folk just beginning to take an interest in public affairs, in social conditions, in science, art and literature. For society's sake, and particularly for democratic society's sake, we want their intelligent interest in social affairs. For their own sake we want their increasing interest in culture, and we want them to find satisfying ways of using their leisure. To help these folk, to give them opportunities and to guide their faltering footsteps is one of the jobs of the adult educator.)

The English Adult Education Movement for many years catered only for the one in every hundred. During the last decade a whole lot of ways and means have sprung up for helping also some of the ninety and nine. I found the officials of many of the Public Education Authorities taking a very live interest in the provision of suitable classes for these folk.

In America the 'ninety and nines' are the objective of the rapidly spreading Forums. The 'ones' in each hundred still await their opportunity. Any well-balanced adult education movement must make provision for both groups.

Then in between these two types there should be means for some continuous study, though of a kind, e.g., Short Courses and One Year Classes, not requiring the same amount of capacity and endeavour as the Tutorial Classes.

(The Radio Listening Group also comes somewhere in between. Perhaps it could be a bridge between the casual listeners—the person casually interested in social, intellectual and artistic things, the type of person who will attend separate lectures—and the type who will attend a class for a short course study.)

A Report published by the Adult Education Committee of the English Board of Education in the following words stresses the need for providing means of education of the less intensive type 'One of the greatest needs of adult education is an organization of the supply sufficiently diverse and elastic to meet the diverse needs of those who are to benefit by it. It is not a question merely of grades. To regard the Tutorial Class as the goal towards which every student should be directed is to adopt a narrow and conventional view of the meaning of adult education. The fear has sometimes been expressed that the creation of facilities for classes and lectures involving no such strenuous effort or discipline as is aimed at through the Tutorial Class system may weaken the character of adult education, and reduce it to a form of amusement or of a dilettante pursuit. We do not ignore such dangers, but we think that the danger is more likely to come through a confusion of aim than through the creation of different facilities. It is eminently desirable that the standard of aim and accomplishment should be preserved, not only in the Tutorial Classes but in all those types of classes in which definite study is pursued. But we think that there is ample room for many other forms of activity. Courses of lectures whose main purpose is to convey information when given by first-rate lecturers have a value, even for students of the Tutorial Class type. Indeed the lack of general knowledge concerning the main phases of human culture is still a serious defect in the mental equipment of large numbers of students who enter upon specialized courses of Economics or Social Philosophy. On the other hand classes in which the activities of the students are enlisted in the pursuit of hobbies appeal not only to the less intellectual but also to many with artistic gifts.'

Some other countries which I had not the opportunity of visiting are also devoting much thought and effort to adult education. Two outstanding examples are Scandinavia (including Denmark), and Russia. Just as England and America are working out different methods, so too is each of these other countries. This is as it should be.

Out of the confusion and difficulties of this post-war period each nation is seeking a way, not on any one internationally-adopted plan but by its own native methods. Each nation is working out its own way towards a new social and economic organization. So, too, in the sphere of adult education, each of those nations which believe in adult education is developing a type of its own, a type which, no doubt, is suited to its particular national temperament, traditions and needs.

## CHAPTER II

### CONTINUOUS AND PROGRESSIVE EDUCATION IN ENGLAND

#### *The W.E.A. and the Tutorial Classes*

THE history of the growth in England of the University Extension Movement during the last generation of last century and then of the growth of the Workers' Educational Association during the early years of this century are well known to you. Then came the work of Albert Mansbridge leading to the formation of Joint Committees and the commencement of the first W.E.A. Tutorial Class under R. H. Tawney in 1908. Since then the Tutorial Class movement has steadily grown. All this you know, and if you want to refer to it there are several books which tell of it.

During the last 17 years the work of the W.E.A., of University Extension Departments and of Joint Committees has steadily spread, and as these adult educators have had to meet new circumstances, to provide for new types of students and to teach a greater variety of subjects, it has been still the W.E.A. Tutorial Class on which they have modelled most of the new work.

(There is now quite a range of variations. There is a great variety of subjects ranging from elementary subjects up to advanced courses in economics, science and art. Then in each subject there are Terminal Courses (short courses of 12 meetings), One Year Classes, Three Year Tutorial Classes, and Advanced Courses. But though each of these classes has its own individual differences in method and in technique yet the main features of the Tutorial Class are common to them all. The course must offer the students 'the opportunity of making a continuous and progressive study' of a subject, and it must be so conducted as to demand 'individual effort on the part of the students,' if it is to earn a grant from the Government. Thus say the Board of Education Regulations. Nor is this all. A maximum and a minimum number is stipulated for the students in each class, each type of class must have a minimum number of meetings, each meeting must last for at least 1½ hours and at least half of that time must be devoted to discussion and/or other class work, and students must perform the individual work required of them.)

Tutorial Class Regulations are more strict in England than in Australia. Adult educators were horrified to hear that as many as 70 and 80 students are enrolled in classes in Queensland. The

maximum number in England is 24 for a Tutorial Class and 32 for a One Year Class. The English Authorities do not seek quantity. As in other spheres the English seek to produce quality. The minimum number of students to satisfy the Board of Education requirements is 12 for a One Year Class, 12 for the first year of a Tutorial Class, 9 for the second year and 6 for the third. But these few must be real students, they must satisfy not only the attendance regulations but also the requirements in individual work.

Of course it is the different method of financing which is mainly responsible for the different practice in this regard in Australia. In Queensland, for instance, a block grant is made to the WEA and to the Tutorial Classes Department. In return for this grant a large enrolment of students is expected. Small classes are apt to be considered a waste of money. The amount of actual tutoring performed and the amount of individual effort on the part of students is not taken into account.

In England the Board of Education gives a grant for each class—for as many classes as can be formed. Provided that these classes fulfil the necessary conditions as laid down in the Board's regulations a grant is paid amounting to two-thirds of the fee paid to the tutor.<sup>1</sup> The balance of the funds necessary is provided by the Local Authorities, by University Colleges and from income from private endowments. The Tutorial Class Movement in England has a further advantage over the Movement in Queensland in that it has received many endowments from well-wishers, both from individuals and from the Oxford and Cambridge Colleges. In Queensland the Movement has received no private endowment other than that from the Carnegie Corporation of New York.

In Queensland we would do well to follow a little more closely than we do, these regulations of the English classes. So long as the available funds are so meagre undoubtedly it is difficult to alter our practice to any extent. But even in present circumstances I think that there should be a clear distinction between One Year Classes and Three Year Tutorial Classes. Enrolment for Tutorial Classes should be limited to a maximum figure and limited to those who will undertake to study the subject seriously and perform a certain amount of individual work. With the smaller class the tutor could then be expected to give time to the personal supervision and help of the individual students.

<sup>1</sup> The usual fee for Tutorial Classes is £80 for each of the three years. (In isolated cases the fee is as much as £100.) For a One Year Class the fee is 18/- per hour (i.e., about £33 for the course if classes are of 1½ hours and about £44 if classes are of 2 hours duration). For Short Courses the fee is £1 per meeting. For University Extension Lectures the fee ranges from £2/5/- to £3 per meeting. In terms of Australian currency these figures should be increased by 25%.

*Short Courses*

As soon as funds permit, the enrolment for One Year Classes also should be limited. Some short courses of lectures should be arranged each year. One Year Classes and Short Courses are very useful (a) for the more elementary subjects, (b) for giving some knowledge to, and stimulating the interest of, large groups of students in any subject and (c) as recruiting grounds for Three Year Tutorial Classes.

A useful practice followed by the Tutorial Classes Department in London is the holding occasionally of a Saturday School. Some subject of current interest is selected. Lectures and discussions are held during Saturday afternoon, arrangements are made for tea and the subject is further discussed during Saturday evening. Students enrolling for the school are supplied with a list of references to reading—some of which they are expected to study before the date of the school.

*Advanced Work*

Not only should plenty of short courses be available but also, at the other end of the student scale, it should be possible for some students to continue their study of some subjects beyond the three year period. In England there are special classes for advanced students. I was particularly struck with what is termed 'project work'. A subject for investigation by a class beginning its meetings in October is selected no later than the previous April. The class is divided into small groups of from two to four students—according to the size of the class and the nature of the subject. Each group is given one aspect of the subject for its particular investigation. Wherever possible, original as well as secondary sources of information are examined by the students. To the subsequent class meetings each group reports in turn and the report is discussed by the whole class under the guidance of the tutor. These reports are then revised and given in turn again at meetings later in the year until finally the reports are suitably arranged, connected and edited and the volume prepared for typing, duplicating and, when worth while, for printing. Some excellent work of this nature has been done by some advanced classes in London.

(The standard of work done in Tutorial Classes in England, in Summer Schools and in Residential Colleges has, I should say, definitely risen during the past 17 years.) Probably this is due to the fact that there are now so many other types of classes available. Students who are not really suitable for a Tutorial Class are now able to enrol in Short Course or One Year Classes or to



obtain their requirements through the educational activities of the many and various other organizations which supply them. This points to another advantage or having a range and a grading of classes

### *University Matriculation*

Further possibilities for advanced Tutorial Class students in England are (1) a period of residence in one of the Residential Colleges for adults, of which there are now several in England and to which scholarships are awarded (2) Attendance at a University for special courses but not proceeding to a degree. Such courses may or may not carry the possibility of a diploma. The University of London grants diplomas in several subjects including history, literature, economics and social science (3) Enrolment as an adult student for the purpose of proceeding to a degree course

{ Before any student may proceed to a degree course matriculation is necessary. But in order to assist adult students most of the English Universities have made special provision for adult matriculation. For example the University of Oxford admits to matriculation without examination students who have followed 'a systematic course of study over a period of not less than two years in a University Tutorial Class or a University Extension Class' and who are 'certified by their tutor as fit to pursue a course of study' approved by the Delegacy for Extra-mural Studies. 'In cases of exceptional merit adult students who have followed a course of systematic study for not less than three years may be recommended for the status of senior student which enables them to be dispensed from the first public examination, to proceed at once to read for an honour school, and to take a degree after two years' residence'

The University of Cambridge has similar regulations. The Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham requires candidates to 'submit themselves to such oral and written examinations as the Board considers necessary'

No syllabus is laid down but each candidate is required to write an English essay and to answer questions on non-technical subjects chosen by himself with the approval of the Board'. The University of London requires degree candidates to sit for a matriculation examination. But it grants diplomas without requiring matriculation. Another help to adult students seeking matriculation is that the modern language paper which is a necessary part of it consists 'only of translations from the foreign language into English, and will occupy one hour'

These varying provisions make it possible to admit to a degree course any adult student, who is considered to have the capacity to follow it. Of course adults cannot normally leave their work for two or three years in order to attend at a University. In many cases they can attend evening courses. But better than this, there is a liberal provision of scholarships for the assistance of Tutorial Class students who enter Universities. Some of these scholarships are sufficient to cover the living expenses in, or out of a college for single persons for a period of two years.)

Some of those Tutorial Class students who have thus proceeded to University degrees have later proved to be very suitable as tutors and thus have been able to return to the Tutorial Class Movement something of what it had given to them.

### *Adult Education Departments*

Their extra-mural activities have now become so important a part of their work that most of the English Universities have set up a special department to supervize them. This department is termed in some cases the Extra-mural Department, in others the Adult Education Department of which the head is either a Director of Extra-mural Studies or a Director of Adult Education as the case may be. This Department generally includes a Tutorial Classes Committee, an Extension Lectures Committee and another Committee for directing extra-mural courses other than Tutorial and One Year Classes. Sometimes the last two of these committees are combined. On these committees it is usual, as in Queensland, for the same academic representatives to sit. On the third of these committees such voluntary bodies are represented as the Co-operative Movement, Rural County Councils and Women's Institutes. Thus the whole work of adult education within an area is co-ordinated, supervized and oftentimes suggested by the University Department.

### *Public Authorities Accept Responsibility for Adult Education*

Before leaving this section I want to point to the fact that in England the Board of Education itself has accepted the provision of the means of adult education as part of its normal educational functions.) Since 1893 there has been a steady increase in the amount of attention and of assistance which the Board has given to the education of adults. In 1924 its adult educational grant had become large enough to require it to formulate a large body of Regulations with regard to adult education and these Regulations were expanded further in 1931. The policy of the Board is to provide two-thirds of the finance required to meet a demand

which is accepted as a growing one, but not to undertake the actual conduct of the work. It pays its grants to what it terms 'responsible bodies' provided that these 'bodies' work within the Regulations it lays down. But it sends its own Inspectors to see that the Regulations are followed and to report generally on the work.

This is of course all that the Board of Education could do in England for it does not undertake the actual work of education at all. This is in the hands of the Local Authorities. The Local Authorities also assist adult education substantially. They assist it for the most part in four ways —

- 1 The direct promotion of courses in the liberal education of adults
- 2 The assumption of financial responsibility for courses promoted by the University or voluntary bodies
- 3 The contribution of a grant in aid of courses promoted by the University or voluntary bodies
- 4 Contributions in respect of work not aidable under the Regulations (e.g., single lectures) and of administrative expenses')

#### *The Work of the London County Council*

As for the direct promotion of courses, no other Education Authority that I know of does as much in this regard as the London County Council. I was astonished to find the extent of this work under the L.C.C.

Through its Education Department the L.C.C. is responsible for all education within the County of London. Long ago it had added to its primary and secondary schools and day continuation schools, evening classes for adults in trade, commercial, technical and art subjects. These evening classes meet in what are termed Institutes comprising class rooms together with social and club rooms. There is a Head for each Institute together with some full-time staff and a large body of part-time teachers and lecturers. Following these Technical Institutes came the founding of General Institutes, Women's Trade and Domestic Institutes and finally the Literary Institutes and the Men's Institutes.

#### *The Evening Literary Institutes*

There are thirteen Evening Literary Institutes entirely for non-technical, non-vocational subjects. It was the work of these Institutes in particular which so surprised and delighted me. Here was an Education Authority itself—one of the world's foremost Education Authorities—conducting not merely classes, but whole

Institutes devoted entirely to non-vocational adult education. Moreover it has not been as a mere grudging concession that the L C C has built up its Literary Institutes, it has done so with whole-hearted enthusiasm and an active understanding of the needs and purposes of adult education. 'The Literary Institutes seek to bring within the reach of all London's citizens the means of using leisure for intellectual pursuits. Their aim is purely cultural and recreational,' writes the Head of the L C C Education Department. 'The Literary Institutes are a monument to the wise use of leisure which is as important as the application of mental and physical powers to one's occupation in life.' And again, 'Education is a continuing process, and in its true sense cannot lend itself like a roll of linen to be cut up into measured lengths.' 'The greatest new principle in the Education Act of 1918 was the assumption of responsibility by the State in regard to the education of the adult population.'

All the methods of the Tutorial Class have been followed by the adult educators in these London Institutes. (There is lecture followed by question and discussion. The students help to select the courses. The L C C advertises that 'whenever a group of a dozen or more men and women is prepared to meet regularly for a course of study the necessary arrangements for accommodation and instruction will be made'.)

In 1934 the total membership of the thirteen Literary Institutes was 12,000 grouped in about 500 courses of study. Each course comprises 36 meetings during the year divided into three terms. The fee for a full course of 36 meetings is 7/6 while a fee of 15/- will admit to any number of courses. There are also short courses of twelve lectures for which the fee is 2/6.

The Institutes try also to provide something more than mere class meetings. In addition to their reading rooms and libraries they encourage the formation of clubs of all kinds—dramatic societies, music clubs, debating societies, photographic clubs, garden clubs, etc., etc.,

Most of the Institutes use at night time the buildings which during the day are used as secondary schools. There is always a separate Director for the Evening Institute and usually a few special rooms or a special block for Institute purposes, but economy is effected by using most of the school class rooms also for the evening classes. Some of the regular staff are used as tutors and some special staff either full-time or part-time.

(The official publication of the L C C in writing of the Institutes says—'It is impossible to estimate the social influences which the Institutes are already exerting. But it is clear that with the spread of adult education profound changes will be wrought in

the structure of individual, family, municipal and national life. That these changes will be in the direction of greater social happiness cannot be questioned. Our people will become an educated and progressive democracy, gladly acknowledging the claims of culture on their attention, and redeemed thereby from the pains of arrested development and the dreary vacuity of minds poor in memories of beautiful things and starved of noble thoughts.' Thus writes, not a missionary for some voluntary educational association, but an official publication of a Public Education Authority.

The Board of Education in a Report on Adult Education issued in 1927 claimed that the establishment by the L C C of its Literary Institutes 'is one of the landmarks in the development of adult education.'

### *Men's Institutes*

(And then there are the Men's Institutes—quite separate, quite different, breaking quite new ground and drawing upon a section of people whom no other adult educational institution has touched. The L C C realized that there was a large number of men who, by reason of their life, habits, outlook and prejudices would not be likely to enter either their Literary or their Vocational Institutes. They had no intellectual interest, they were mostly unskilled and were not members of any social organizations. They lived largely in slums or semi-slums. Here was a problem. It was not a case of providing classes or Institutes for people who already were desiring and needing them. The problem here was one of attracting men who, at the outset at any rate, view with dislike and suspicion any suggestion of attending such a place. Yet the Men's Institutes have succeeded. There are now twelve of them. Attending there regularly are 'hundreds of young men who would otherwise be running to seed submitting to a healthy discipline of physical training'. hundreds of men of all ages practising handicrafts, hundreds of others acquiring an interest in the pursuit of some hobby. (Incidentally the practice of a hobby by men whose daily work is often of a casual nature induces a feeling of self-respect and a pride of achievement hitherto lacking in their lives). Activity is the key-note.<sup>2</sup> Music is popular and every Institute has its band and its orchestra. Hobbies such as photography, studied under the guidance of an expert, arouse an interest in the wonders of science. Interest in wireless gives an opening for classes in elementary physics, interest in horticulture, poultry-keeping, animal breeding, etc., arouses interest in elementary

<sup>2</sup> Board of Education Report

science. There are some classes for the study of social problems but not many. A few classes in drawing and painting provide an outlet for the artistic instincts.)

These Men's Institutes are not to be judged by their academic achievements. They are a civilizing agency in every district in which they are placed. What has made this new venture in adult education so valuable is the combination of several features usually difficult to bring together. The aimlessness of a mere club is avoided by the presence of actual pursuits organized by experienced teachers. On the other hand the element of club life is there to provide social amenities.

There is much still to be explored in this new field, not in the direction of pure science or philosophy but in the discovery of what the average man can make of his leisure, in association with his friends and neighbours, under such skilled guidance as can be afforded by the wise and sympathetic teacher.)

(Here then is an example on a large scale of a Public Authority not merely assisting to supply the funds for adult education but actually carrying out the work itself as part of its normal functions in education. The Literary Institutes are of the first type in my earlier classification of adult education activities, the Men's Institutes are of the second type. The L.C.C. Education Authority organizes and conducts both types.)

### *Local Authorities Assist Adult Education*

More commonly the Local Education Associations in England share the financial responsibility for courses promoted by University or voluntary bodies, e.g., Tutorial Classes, University Extension Classes and W.E.A. Classes.

In addition to these more formal classes, the adult educational work of Rural County Councils and of Women's Institutes receives financial help from the L.E.A.s. Most of the L.E.A.s have now reached the view that adult education is not only a legitimate but a necessary part of educational work and therefore are prepared not only to help pay for it out of their education funds, but sometimes to take the initiative in spreading it. Generally, however, in England the view is held that voluntary bodies are more suitable agents for the propaganda work and for converting the vaguely-felt needs into active demand. In this work the W.E.A. has always been the most successful. Then, when the demand is made, the L.E.A. is looked to to provide most of the necessary funds for the less formal work and to share the cost with the National Board of Education for the formal work of classes.

*A Suggestion for Queensland*

I think it might be worth while approaching some of the Local Authorities in Queensland, asking them (1) to co-operate with the University in arranging Single Lectures, Short Courses and One Year Classes and (2) to make to the University annual grants of money sufficient to defray the costs of these lectures and classes

The Brisbane City Council might be urged to co-operate in the arrangement of Lectures and Short Courses in several of the suburbs of Greater Brisbane

Perhaps some of the voluntary organizations which have been in the habit of arranging occasional lectures and/or short courses of study might also co-operate. A scheme of co-operation with some of these organizations, as well as with Local Authorities, might possibly be arranged by the University. Perhaps a special Joint Committee would be possible for controlling Extra-mural Courses other than Tutorial Classes, One Year Classes, and Extension Lecture Courses

These various organizations which are concerned with adult education of a pioneer character would benefit by direct association with the University in the provision of some means of adult education. A University certainly must set some limits to the range of its adult educational activities, but it should be worth while also for the University to co-operate with voluntary organizations in the sphere of pioneer adult educational work, for by this means the University would extend its influence and extend the spirit and method of University teaching into the less formal types of adult education

*Museums and National Parks*

Amongst other efforts by Public Authorities to help in the work of adult education, I have been struck particularly with the useful work being done both in England and in America by the provision of regular lectures in all the Museums, and in America by regular lectures also at the National Parks

I visited very many overseas Museums and found invariably notices of regular lectures and demonstrations. A number of scientific subjects can be usefully taught and discussed with the help of Museum exhibits

The Museums overseas are as a rule owned and operated either by city authorities or by a specially-constituted national trust. The same is true of National Parks. At Yosemite National Park in California I joined in one of a series of Geological rambles and attended lectures on the history of the district and on Geology

and Botany. These are provided every evening in a comfortable lounge where moving pictures are used to illustrate the lectures. All of these are arranged by the National Trust which controls the Parks.)

### *Educational Settlements*

Before passing on too far from the work of the L.C.C. Institutes I must mention the work of Evening Institutes of a somewhat different type which are both financed and controlled by voluntary bodies. (They are termed Educational Settlements and for their finance they depend on private endowments and voluntary contributions. They are to be found not only in London but scattered over England. The first of these was Toynbee Hall in the East End of London. They are all community centres for education and recreation. The early Settlements all had young men in residence who gave time in the evenings to teaching, lecturing and arranging recreational activities for the members.) Many of the more recent foundations have no such residents, but they provide similar educational and recreational activities. (The programmes of the Settlements always include music and the drama and classes in handicrafts and physical training. All of them now include classes in some other non-vocational subjects and the Board of Education recognizes them as 'responsible bodies' so that they receive the same assistance (two-thirds of the tutor's fee) as do the Universities for their Extra-mural Classes. Actually, in many of the Settlements other bodies conduct many of the classes while the Settlement provides the buildings and surroundings including all the recreational and club activities.) For example at the Mary Ward Settlement in Tavistock Square, London, in 1933-4, there were two University Extension Classes and six University Tutorial Classes while the L.C.C. conducted there 57 classes.

### *Classes for the Unemployed*

During the last few years all of these Settlements have devoted much time and thought to arranging classes specially for the unemployed, and to attracting unemployed folk to become members so that they may enjoy there a pleasant association with their fellows, health-giving physical training and exercise, membership of sporting and cultural clubs, and the chance both of practical and vocational classes and of cultural classes or single lectures.

It would be hard to devise any better institutions for helping the unemployed to make use of their leisure both pleasantly and usefully than these Settlements of the voluntary bodies and the Men's Clubs of the L.C.C.



In America, purely vocational classes are provided in all the large cities for unemployed persons and they are used by many thousands in each city. Most of the cost of this work is met out of the Relief Fund of the Federal Government and a small percentage of it is contributed by the States. In New York the services of the Individual Adjustment Service are available also for the use of those unemployed persons who attend the classes. This Service by various tests tries to discover for what vocation persons are best suited and, in relation also to the demand for labour, gives advice as to the best course of study to follow.

### CHAPTER III

## ADULT EDUCATION IN AMERICA

### *University Extension*

IN America there is nothing similar to the English Tutorial Classes. But in the American cities there are University Extension Centres where systematic courses of lectures are given throughout the period of the academic year. For example the enrolment in the Extension Classes conducted by Columbia University in New York is usually about 15,000. At Berkeley the University of California has 20,000 enrolled in its Extension Courses but only 10,000 of these are classed as effective. The numbers under other Universities are proportionately similar. Most of the courses given for intra-mural are given also in the city for extra-mural students. The annual examinations can be taken by the extra-mural students who, if matriculated, can gain degrees. Really these Extension Students in American cities are similar to those who are termed Evening Students at the Queensland University. Where a University is too far from the centre of a city it is not possible for Evening Students to attend intra-mural lectures so buildings are obtained in the city where lectures are given and students are enrolled as Extension Students.

Matriculation to the various State, as distinct from the non-State, Universities is much easier than in Australia, requiring in most cases merely certificates from the Head Master of a High School. The State Universities take the view that, having been established by the State, their classes should be available to the utmost practicable extent to all citizens of the State. Therefore most people who have had a High (secondary) school education (and High Schools are free) can gain a matriculation and proceed to a degree by attending Extension Courses.

These Extension Classes can be attended also by people who are not intending to proceed to a degree. Certainly these widespread courses do provide a means of systematic, continuous and progressive education outside of the walls of the University and accessible to many people. But there are two sections of people who cannot attend them—(1) those who have not had sufficient previous education to enable them to follow a University course and (2) those who cannot afford to pay the necessary fees.

Fees for these Extension Courses vary according to the subject and according to the University. (The minimum fee is \$7 for a 15 lecture course.) Now even \$7 would be more than many a

man could afford. It is claimed that if a man is really serious about becoming a student in a class he will be able to pay \$7. But I feel sure that this fee would deter many. The London County Council provides much more effective classes extending over 36 weeks for 7/6. If my view is correct then there is a gap which requires filling if the Universities in America are to provide for all those who desire to become serious students of systematic courses in University classes.

(In addition to the classes, most of the Extension Departments in American Universities supply courses by correspondence. They call this 'Home Study'. The Extension Department at Columbia has about 9,000 enrolled correspondence students. Berkeley University in California has 5,000 enrolled and of these 3,000 are classed as effective.) Just as their Extension Class students may be compared with evening students in Queensland, so can their correspondence students be compared with the external students in Queensland. The lectures are of University intra-mural type and standard and many of the courses lead to examinations and thus to degree credits. But other folk, not proceeding to degrees, can enrol for them. The minimum fee here again is \$7 so that many possible students would be excluded by the expense.

The method followed at Berkeley is typical of that used by other Universities. To these Home Study students, 15 assignments are sent. The 'assignment' is a short lecture together with advice as to reading. Work is set the student with each assignment. Until the student posts his work into the Department for correction the next assignment is not sent him. A time limit of one year is placed on the period for completing the 15 assignments. An extra fee of \$2 is required if the time limit is extended.

Books are not supplied by the Correspondence Department because the California County Library system is such that students can obtain any books required through it. (The State Librarian and the County Librarians keep in touch with University Extension and Home Study requirements and see to it that the requisite books are available for students.)

I describe this library service a little more fully in a later section of this Report.

There are in a few cases special classes for workers. For example, the Extension Department at Berkeley has set up a Joint Committee of four University representatives, four Trade Union representatives and a Trade Unionist as Chairman. Under this committee classes on special subjects of interest to workers are organized. This example in California is one of the few in America where the Workers' Education Bureau and the Unions have joined with a University in organizing classes of the Tutorial

type The Bureau was satisfied that these classes were doing good work but the Extension Department officials were not satisfied with the small attendance of ten or a dozen They claimed that the poor enrolment shows that 'classes for special groups are not wanted, everyone prefers to attend the regular Extension Classes'

### *Forum Education*

Although there is, outside of the Extension Classes and Correspondence Courses of the Universities, little provision for systematic and continuous study, although there is nothing on lines similar to the English Tutorial Classes, yet in America during recent years there has been spreading far and wide a type of adult education less intensive and making less demands on the student than the Tutorial Class The Americans call it 'Forum' education

The Forum Movement is entirely separate from University Extension, though University Extension Departments help in fostering Forums in their respective areas Forums are for the multitude They are the outstanding method in America of adult education for the general populace When the American speaks of adult education he thinks of Forum education just as an Englishman, when speaking of adult education thinks of a Tutorial Class

The main purpose of a Forum is discussion It may be discussion by a small group, meeting in a school room with a lecturer to guide the discussion, it may be discussion in a large public meeting following on a public lecture, it may be discussion on the platform by several selected speakers who are listened to by the large audience in the body of a hall In short, discussion may take place in any one of a variety of settings, but discussion there must be

The education of adults needs must follow different methods from those used in the education of children American educators for the most part agree that discussion seems likely to be one of the methods well suited for educating adults Therefore, they set out to experiment in many and various ways and means first of getting adults to meet in groups for discussion and then of finding the best technique for inducing a free interchange of thought and of opinion amongst all members of a group Discussion rather than formal lecturing has been their aim but in practice most of the experiments do include a formal lecture if only in order to give material for and direction to the discussion The average Forum tends to be nothing more or less than a

public lecture followed by questions and discussion. The attendance at a Forum meeting may be numbered in tens or it may be numbered in hundreds.

But though a formal lecture followed by questions and discussion is the method most commonly used, yet all over America many experiments in the technique of discussion are being tried. In the main these experiments, which are alternatives to the formal lecture, are of three types—

- (1) Lecturettes by two or more speakers giving different points of view. Amongst the experiments in this type the tendency is to favour the symposium, or group of lecturettes, rather than a mere dialogue by two speakers. Four or five lecturettes, each of from 15 to 20 minutes duration are followed by questions and discussion from the audience.
- (2) Instead of lecturettes, the speakers sit at a table under a chairman and discuss the subject spontaneously amongst themselves. After an hour or so the audience is given its opportunity to ask questions and to discuss. This 'panel' method, as it is termed, is growing in favour.
- (3) All of these methods I have already mentioned are suited for large audiences. But few members of the audience ever get an opportunity to take part in the discussion. They are merely passive listeners. Therefore, small discussion groups are often arranged—groups of from 10 to 15 people. Here in the small group the business of the leader is not to lecture but to guide the discussion and to see that every member of the group takes an active part. Group discussion requires in the leader, ability, understanding, tact and experience.

I shall not here discuss the relative advantages and disadvantages of these various methods. No doubt you can see some of the obvious ones. Of each of these four main types—the forum lecture, the symposium of lecturettes, the panel discussion and the group discussion—many variants are being tried. The American is always an experimenter and I must say I admire and appreciate his desire always to be seeking some better way. One sees this in every walk of life in America. But I think that the American would often experiment more effectively if he could develop also two qualities which one usually finds in the average Englishman—thoroughness and patience. If he would more thoroughly think out beforehand every aspect of the proposed experiment he would perhaps in the long run save himself some time and trouble. And he is often too impatient, often does not

try a method out and keep on improving it for long enough to see whether it will work effectively or not. If he fails to get quick results he is likely to scrap that method and try a new one. In the sphere of adult education I hope that the Americans will keep on trying to improve the technique of their present methods. It may be that, in the long run, if they proceed further to develop their small group discussions that these will approach nearer to the type of adult class which we here know. These small groups, together with the large meetings with their Forum lecture followed by questions and discussion, may ultimately form a pattern very little different from our own.)

The best of the Forums approximate to the type of class we know in Queensland which, though we call it a Tutorial Class, is far too large in numbers to be really such and which tends to be rather a series of lectures and discussions. In short, the best of the Forums and the worst of the Tutorial Classes as we here know them, leave little to choose between them so far as methods are concerned.

Speaking of the Forum Movement in general, apart from any particular technique in use, (the soil on which it has grown has been the steadily increasing interest in public affairs—local, national and international. The stimulus moving those who have taken the initiative in organizing Forums has been the realization that the more that folk can express themselves publicly and discuss with their fellows the public affairs in which they are interested, the more their interest will grow. Their increasing interest will tend to make them seek for information from various sources—books, lectures and discussions—and this is educational. Also the more Forums they have, and the more they listen to the opinions of others expressed in discussions, the more tolerant and broad-minded they are likely to become. Then they will make better citizens and, in general, folk who are more likely to maintain and to improve the machinery of a democratic society. Thus the aim of Forums is a social rather than an individual one.)

As is natural, seeing the nature and purpose of the Forum Movement, the subjects for discussion at most Forums are social and economic. The Forums meet regularly and the lectures may be on isolated subjects or arranged in a series on the same subject. The fees charged vary from nothing, as at some publicly controlled Forums, to \$2 for a course of 15 lectures, which is charged by a few privately controlled Forums. The average fee is \$1 for a term of about 15 lectures. Forums are organized by a variety of national associations such as the Commonwealth Club (a men's organization), the League of Women Voters (which

is the outstanding organization for women) the American Federation of Labour, etc. They are organized also by many local bodies, by groups of private citizens and by State or City Education Authorities.

At Sacramento I visited a typical Californian Forum. There, a group of citizens had subscribed the initial money necessary. They had engaged a very able young teacher (who happens to be an Australian) to deliver a series of 15 lectures during two winters. To begin with, a fee of \$2 had been charged in order to cover expenses. As increased applications had come in for the subsequent years the fee had been reduced to \$1 for the 15 lectures. Any surplus funds at the end of each year are spent in obtaining distinguished speakers for additional lectures. This Forum now forms part of the State organized series.

The largest number of publicly controlled Forums is probably in California which State has for a long time been the scene of a steady growth of Forums of one kind or another. Many of the early Forums were begun by the heads of High Schools (State Secondary Schools) who gathered to the school for a regular evening each week a group of people numbering upwards to 60 or 70 for discussion. These Public School Forums soon spread through many of the country towns. There was already an Adult Education Section of the Department of Education. This was formed first to organize the 'Americanization,' i.e., the teaching of the rudiments of learning to illiterate immigrants who, in California, are mostly Mexicans. Then in response to a growing demand for what is termed 'Parent Education' this Adult Education Section undertook the organization of groups of parents throughout the State to study under the guidance of trained persons the methods of child training.

Thus, when the movement for general adult education began to gain ground, and when it was being fostered actively in the public schools, it was but a natural and easy step for the Education Department to take over also the task of organizing and conducting Forums throughout the Public Schools System.

Here then do we see, as we have already seen in a different setting in England, the Education Authority itself undertaking, as part of its normal work, the provision of the machinery for adult education and using the existing school buildings for this purpose. At the same time it attempts to keep young people interested in continuing to attend at the schools in the evening after they have ceased to attend during the day hours, until the schools become really centres of a community education.

In some instances, particularly in country schools, arts and crafts groups have been organized as well as discussion Forums.

These do not set out to train people for a job but rather to 'retrieve lost skills' and to provide an interest for the leisure hours while giving also an outlet for self-expression

Since 1927 the California Association for Adult Education, a State-wide organization, has done most of the organizing work leading to the establishment of new Forums in all parts of the State. It has also arranged Summer Schools, Week-end Schools and Institutes. This word 'Institute' in connection with adult education means in America a programme of lectures on some special problem. The lectures may extend over a week-end or a few days. Usually an Institute is sponsored by a University in co-operation with some organization which has a special interest in the problem under discussion.

I have mentioned Californian practice in some detail as it is typical of adult education as it is developing in America. On the other side of the Continent, in the State of Delaware, there is another typical State programme of adult education. Here again there is a special adult education section of the Education Department and a series of Forums and Week-end Schools organized throughout the State by the Department of Education.

The public schools seem to be used for Forum meetings more in country towns than in the large cities. Voluntary workers have been more active in organizing them in the cities. But the City Education Authorities are now also beginning to move in the direction of Forums.

Probably the show place for Forums at present in America is Des Moines in Iowa. This city is in the centre of a rich farming area. The Carnegie Corporation has selected it as the site of a demonstration setting out to show not only that the Public Education Authority can directly conduct adult education just as well as it can conduct child and adolescent education, but that adult education of the Forum type can be actually linked on to the Public Schools System under the supervision and control of the local Board of Education. The Carnegie Corporation has paid the salary of a Director of Forums in Des Moines who works under the Superintendent of Schools. The public schools throughout the city are used as meeting places, and series of lectures on a variety of subjects have been staged. The experiment has made a point of conducting some series of lectures on controversial subjects with the expressed object of proving that the Public Education Authority can successfully conduct education, even in controversial subjects, in an impartial and educational manner. Up to the time of my visit the experiment in this regard had been quite successful—no difficulties had arisen, no protests had been



for fairness. During the winter of 1933-34 meetings were held in 28 Des Moines schools—a total of 316 meetings during 20 weeks. Attendance is open to anyone and a special effort is made to induce young people on leaving High School to continue their connection with the school by regular attendance at the Forums. No fee is charged for attendance and no registration is made of those attending, no text book is studied and no attempt made to supervise any Home Study. Roneod outlines of the lectures are distributed, questions for next week's discussion are listed and books suggested for reading. The city librarian has encouraged all branch librarians to help individuals to follow up these book references. But no records were available as to the additional amount of reading which had been directly fostered by these Forums. The purpose of these Forum meetings is not to supervise study though they are expected indirectly to stimulate it. Its expressed purpose is just this—to stimulate informed discussion of subjects of current interest and social importance, i.e., to make people better qualified for the responsibilities of citizenship in a period marked by rapid changes and conflicting policies.

The lectures and discussions at Des Moines are thus all on economic, social and political subjects, but in many of the smaller Forums throughout the continent, subjects of Literature and Art frequently find a place on the programmes.

The Carnegie Corporation hopes that the experiment at Des Moines will be copied by other State and City Education Authorities. The project is expected to increase the usefulness of the city schools. These schools are there for use in the day-time, why let them waste during the evening when such good use could be made of them for adult lectures!

### *Parent Education*

I have mentioned 'Parent Education' in California where it is a function of the State Education Department. (This Parent Education is a very live subject throughout all America, the object being to bring groups of parents together for lectures and discussion on the methods of child training. But this work has its critics over there.) One eminent psychologist, when discussing it with me, said that as yet we hardly know enough about the child mind to be able to teach anything much about it. But in spite of this fact I think that a very useful work is being done in arousing parents to the fact that child training is a matter which does require a great deal of careful thought and patient practice.

The Superintendent of Public Instruction in California writes, in an article on the subject, that 'the Department of Education in California has incorporated Parent Education as an integral part of its educational system because it believes that organized study of child training by fathers and mothers and teachers is essential to effective education.'

No attempt is made in California to standardize a course for parents' classes. The effort is all in the direction of impressing the need for observation of children and for learning more about their interests, their activities, their view points and attitudes of mind, the need for more understanding of the process of growth and development and the need generally for sympathy, patience

## CHAPTER IV

### WORKERS' EDUCATION

IN England Adult Education and Workers' Education have been for many years almost synonymous. A great deal of the work I have been describing in England has been directly promoted by the Workers' Educational Association. Close on 3,000 grant earning classes are organized each year by the WEA throughout England. It is the WEA which, during this century, has been the spear-head of the adult education development and a great deal of the educational work of other voluntary organizations to-day is also workers' education—much of it being done in co-operation with the WEA. The work of the Educational Settlements and of the London County Council is also for workers though not controlled by them to quite the same extent.)

(In America this is not so. There is relatively very little Workers' Education as such.) In the first place there have hitherto been so few workers' organizations—very little free unionism outside of the American Federation of Labour, which includes only a small percentage of American Labour. But there are many company unions and the A F of L leaders and spokesmen have grown so accustomed to seeing companies trying to organize their own unions amongst the workers and trying to provide various welfare schemes as inducements that they have grown to suspect everything that is controlled by bodies outside of their own organizations. Therefore, as organizations, they never with any enthusiasm entered into movements to co-operate with Universities or other educational organizations.

However, there is now-a-days a slowly growing amount of co-operation between the Unions and the Universities though it is still on a small scale. For example I mentioned the classes for workers when writing of the Extension work of the University of California. The Workers' Education Bureau also arranges, in many of the University cities, in co-operation with the Universities, Institutes for the study of Union problems. These Institutes are held usually during week-ends and are being attended by increasing numbers of Union members. Since the inception of the New Deal, large numbers of these Institutes have been held in the different University cities for the discussion of union problems in relation to the legislation and policy of the N R A.

It is sure to take some little while for a real co-operation to grow between Unions and the Universities in the field of adult

education There are always some barriers to be removed from both sides and in America perhaps these are more difficult to move than they have been in England Then too, it takes time to gather together a group of just the right type of tutors Men are needed as tutors who combine a pleasing personality, a human sympathy and an obvious sincerity with a scholarship which, in contact with the practical workers in the classes, must be not dogmatic but always tolerant and humble-minded

The Workers' Education Bureau acts as a clearing house for information about workers' education activities in America as well as promoting, wherever it can throughout the country, Institutes and discussion groups As with the rest of adult education in America, the model for any workers' adult education work is the Forum In several of the large cities individual Unions organize Forums for lectures and discussion on the many problems of the union These problems naturally lead on to wider economic and social subjects The Garment Workers' Union in New York in particular makes a feature of these classes for the study of Union problems and of economic affairs particularly in so far as they affect the Union

Turning to England again, a new and important development there during recent years has been the Workers' Educational Trade Union Committee (WETUC) This new organization was started by the Iron and Steel Trades Federation which, in 1917, decided to set aside £1,000 per annum for educational work This Union has since been joined by others to form the WETUC Last year the organization had 18 Unions in membership, providing a sum of £4,000 to be spent through the WEA on the education of their members

The WETUC works in co-operation with the WEA In each of the 18 WEA districts, the local WEA official acts also as Divisional Secretary of the WETUC WEA machinery is used throughout in the provision of Classes and of Summer School and Week-end School facilities The members of unions in the WETUC scheme can attend the ordinary WEA classes and on the completion of their session's work can, if showing a certificate of attendance, obtain from the WETUC the amount they paid in fees That is to say, the WETUC pays the fee of any of its union members who apply for it Usually only about one third of their members who do attend the classes apply for this refund of their fee

Some WEA classes are organized specially for WETUC members The number of such classes in 1933 was 161, and of these 70 were full Three Year Tutorial Classes During the year also 45 One Day Schools attended by 3,075 students and 42

Week-end Schools attended by 1,322 students were organized by the WEA for WETUC members. Amongst these Week-end Schools were six specially for Boy Messengers and they are said to have been successful to an unexpected degree.

Then, too, the WETUC grants scholarships to Summer Schools. The tutors of classes recommend the names of suitable students for these scholarships. This provision of scholarships and payment of class fees for some of their members is a matter to which many of the Unions in Queensland might well give some thought.

Another assistance which the WETUC gives to its members is payment of their fees for correspondence courses which are sent out from Ruskin College at Oxford. Last year 296 of their members took advantage of these correspondence courses which are allowed only to those who are not within reach of a Tutorial Class. The WETUC will not pay the fees of any who do not perform the home work required of them in connection with their courses.

Another purely workers' organization in England for educational purposes is the National Council of Labour Colleges which is supported by unions and which organizes its own classes and lectures directly, without co-operation with outside bodies such as the WEA or the Universities. It claims that, by appointing and controlling its own teachers, it can teach all subjects from the workers' point of view. Thus, it claims, it can act not only as a workers' education body but also as a propagandist body on behalf of the working class.)

## CHAPTER V

### RURAL ADULT EDUCATION

IN both America and England the chief feature amongst adult educational developments during recent years has been their extension into rural areas

In England this has taken the form chiefly of the provision of classes. Usually these are Terminal or One Year Courses, but with an increasing number of Three Year Tutorials. The personnel of students in these village classes is somewhat different from that in the town classes, the students coming from more varied occupations. The subjects of study selected are more typical of countrymen's interests. But, on the whole, the rural classes represent an extension into the country of the existing structure and the existing methods adapted to the needs and capacities of the rural folk.

In America also the bulk of the rural education now being attempted represents an extension, into the vast country areas of the less systematic type of adult education which is more typical of America outside of its University Extension work.

#### *In America*

Non-vocational rural adult education in America has developed in any volume only during the last few years, since the inception of the New Deal. In fact the awakening of economic and social interests which has been so noticeable a feature throughout the American population is due, first to the shock of the sudden fall into the Great Depression during 1931, and secondly to the volume of discussion to which President Roosevelt's Administration has since given rise.

The American rural educators are fortunate in that suitable Federal machinery was ready to their hands throughout the whole of rural America. A scheme of advice and help for farmers has for years been developed and very successfully administered by the Federal Department of Agriculture. This Agricultural Extension has developed into a large enterprise extending into every State and into three-quarters of the Counties. About 6,000 Federal employees as well as hundreds of thousands of voluntary helpers are engaged in the work. The cost is shared by the Federal, the State and the Local Authorities. The Federal share is \$10 in every \$25. Prior to 1931 the education was nearly a vocational—teaching and demonstrating to farmers and to farmers' wives those farm and home practices which Government

experimental farms had shown to be worth while. A test enquiry into 4,000 farms in seven typical counties of four widely separated States showed that on 75 per cent of the farms, important changes in practice had been made as a result of contact with this Agricultural Extension Service.

This work soon led to the formation of local groups of the more alert folk. They arranged meetings for lectures and discussions of the farmers' problems. To these soon were added recreational activities—chiefly in music and drama. All this was in operation prior to 1931. Then, with the inception of the New Deal, the Federal Government considered it advisable to attempt to explain to farmers also some rudimentary economics and sufficient of the facts of the social and economic conditions prevailing in their own country to enable them, at any rate in some measure, to understand if not also to appreciate, the purpose and the efforts of the New Administration. The existing machinery was used for the dissemination of the additional information.

The pleasing feature has been that the new departure has in many places led to the formation of discussion groups on social and economic subjects and to the demand for lectures and for literature. This widening of interest is now proceeding further and leading to a demand for lectures and Forums on many other subjects.

The Agricultural Extension Service is probably the largest piece of mass adult educational endeavour which has been tried anywhere. So far it has been devoted mainly to vocational education. But the machinery is there to be used more and more for social and cultural education also. It is an instrument to be used increasingly for stimulating the interest of an immense section of the people of a vast nation in social and in cultural things. And the Federal Government is now using it for this very purpose. Thus it bids fair to become an outstanding example of the liberal education of adults on a continent-wide scale. Here once more is an example of a Public Authority undertaking the responsibility for and the conduct of adult education on a vast scale. And this time it is a Federal Authority.

In these rural educational groups the more the desire for knowledge grows together with the interest in discussion, the tendency will be towards more systematic and continuous study. For example, in the rural districts of New Jersey in the winter of 1933-34 a network of lectures was carried through, with the co-operation of the University at Rutgers and with the financial assistance of the Carnegie Corporation. This experiment was conducted with a view both to testing its possibilities and to providing an example which would be copied by State Education

Authorities throughout the continent. The centre of the work was at Rutgers to which town there came every Monday for eight weeks an average number of 94 farmers to attend lectures on economics and to discuss. At each lecture there were always two and sometimes three speakers each explaining a different point of view. Then throughout the district there were held in 30 of the smaller towns similar lectures and discussions for farmers. The average attendance in each of these other towns was 60. So in this one district quite an appreciable number of farmers were introduced to the possibilities of adult education. The work is being continued during an eight-week period of the present winter and in preparation for it a schedule of the course and reading advice was distributed at the conclusion of last year's course. The County library service has made special provision for supplying the requisite books if called upon.

This really is an example of the most developed type of Forum education. It reaches to a continuity of 12 consecutive lectures on a subject and particularly to a discussion of it, but it does not entail any written work or necessarily any individual effort on the part of the student other than physical attendance at the lectures.

### *The Grange*

There is one organization of the farmers themselves which has for some time been responsible for some educational activity in the country areas—that is The Grange of the Patrons of Husbandry. The membership of this order, which is confined to rural areas, is open to women as well as to men. Part of the ritual of the regular weekly meeting is the 'lecture hour'. The lecture is always given by one of the members and is followed by discussion. Now there are 8,000 local Granges scattered over America so they must have been responsible for quite an amount of thought and reading by the farmers who have had to take their turn in the weekly lectures. And, too, they must have assisted in the development of the farmers' self-expression.

The country library systems and the travelling library vans are of material assistance to rural adult education and in themselves provide a very real means towards some amount of rural adult education. I tell of these later.

### *In England*

In England rural classes have grown in number until during the winter of 1932-3 there were some 8,000 students enrolled in rural classes. These students were distributed in classes as fol-



lows —35 Three Year Tutorial Classes, 7 Preparatory Tutorial Classes, 19 University Extension Courses, 75 One Year Classes, 190 Terminal Courses, 36 Short Terminal Courses and 66 Short Courses. These figures show at once that in extending its work into the country districts the W.E.A. has found that something more than the provision of Tutorial Classes alone was needed. Rural education is not in essence different from education in the town but education, if it is to become a vital factor in the life of the people, must be adapted to the needs and circumstances of the particular types of people whom it is to serve.

In small towns there is not the same quantity of persons available who are mentally able to enter a Tutorial Class. Even though there are suitable persons scattered over the countryside they cannot easily be brought together. So the W.E.A. in the rural areas of England has had to use One Year and Short Course Classes but modelled on the methods of the Tutorial Classes. Just as much is demanded from students, in relation to their capacities, as is demanded in the Tutorial Classes.

### *Cinema Classes*

An interesting experiment has been tried in Devon, a county in which villages are often too small to supply the nucleus even of a Terminal Course. The experiment has sought to find a means of arousing interest and discussion not merely amongst folk who are clearly not students but amongst typical 'John Does'. At the same time the experiment is pioneering a technique which may prove useful in many another environment. In a group of villages around Newton Abbot, each of less than 500 inhabitants, the tutor engaged a hall for one night a week over a period of six weeks. Each week he took there a portable cinema projector and displayed three films. Silent films during the first three weeks and sound films during the second three weeks period. These were not special educational films, they were selected merely from amongst those available from the usual commercial houses. But all the films were grouped around a central theme, 'Man and His Environment'. On each night the three films dealt respectively with plant, with animal and with human life. At the conclusion the audience could ask to have any one of the films reprojected. While it was being rewound the tutor and his helpers attempted to question the audience as to what they had remembered, which parts they enjoyed, which they thought good or bad, and why, and tried to stimulate a discussion. The full story of the experiment has been written and published. I can do no more here than merely mention it. The results were

sufficient to warrant a repetition of the experiment again this winter. The experience being gained by those concerned will undoubtedly be of great help to adult educators everywhere. We may await further such experiments with much interest.

### *Village Colleges*

Of the English experiments in rural education, one that caught my imagination more than others is in Cambridgeshire. During a visit to Cambridge I had taken the opportunity of calling upon the Secretary of the County Education Committee, Mr. Henry Morris. He told me of an experiment which he has initiated and which, within the next few years, will embrace all Cambridgeshire. He claims that, with the decay of the manors, the English villages lost their cohesion and that any real solution of the problems of the village require that village life should be re-integrated in some modern form. The communal activities of the mediaeval manor have to be replaced by some modern equivalent which in his view needs to have both a social and an educational influence. Now one village alone is too small a unit for this purpose, so several villages have been grouped and a Village College has been built to serve them all. Any such central village is now easily accessible from the surrounding villages by means of cars, buses and bikes along excellent roads. All children between the ages of 11 and 14 years in the surrounding villages are obliged to attend this central Village College.

Both the Carnegie and the Rockefeller funds are assisting to finance the building of these Colleges. I went out to see the first of them at work at Sawston—a village of 1,500 inhabitants seven miles South East from Cambridge. This one shows the model on which the others will be built. In the centre is the quadrangle. At the top end of this 'Quad' is the College Hall—the new centre for the social life of the surrounding villages—available by day as a school hall and by night for meetings, lectures, plays, concerts and dances. The lower end of the 'Quad' is open but on the other two sides are wings—one divided into class rooms for the school use by day and the other into rooms for adult classes in the evening. The adult wing contains also a reading room and library for the children and for the adults. Nearby are several workshops, for manual crafts as well as domestic arts find a considerable place in the programmes for children and for adults. All the village societies and clubs meet here and all the Local Government Committees. Around the College is an extensive garden—flowers and vegetables—worked by the school children. Beyond this are the recreation grounds. The Warden's residence fits in with the general scheme. The

teachers for the children and for the adults are drawn from one inclusive staff.

Much is hoped for from these Colleges. It is hoped that young people in each group of villages will, on leaving school at 14 years, be kept in touch with the College by means of its social activities centred there and by the handicraft classes. Many are already continuing voluntarily to attend the evening work, especially the craft classes where many articles of household use are made. Many of these young folk will later on doubtless join some one or more of the adult evening classes and discussions. The village social life will also help to keep them in touch with the College.

More than do the Danish High Schools, which are residential and non-local, these English Village Colleges should foster community life and while doing so in an educational atmosphere, they should also help to develop an intellectual and educational life for the villages.

### *Folk Schools*

I have referred to the Danish High Schools but in adult education the distinct contribution of Scandinavia has been the Folk School, for young farm folk. In Denmark it is estimated that between one third and one half of the adult farm population have attended one of these schools for at least one term. Most students attend the Folk School for one term of from three to five months. There is very little vocational study, it is mostly cultural. But community activities are most important. Much time is given to singing and much to discussion. There are no examinations of anything of that nature. The spirit of co-operation fostered by these schools must have assisted very much in the strengthening of the Danish farmers' co-operative movement.

### *Rural Community Councils*

A development in England which has been proving of great help in the promotion of adult education in rural areas has been the establishment of Rural Community Councils. They are at work now in nearly every part of Rural England. The early experimental ones were established with the financial aid of the Carnegie United Kingdom Trustees. Their purpose is to get into touch with all voluntary organizations in the County, find out what social and educational work they are doing, bring some measure of co-operation into their activities and prevent overlapping. Their work covers a wide field of social endeavour of

which adult education forms one important branch. In each County also they arrange co-operation between the public authorities and the various voluntary organizations. They have been a means of presenting to the education authorities a better conception of the circumstances and conditions of rural life, helping them to a better understanding of how to meet the rural educational problem. The WEA and the Universities have found these Rural Community Councils most helpful in the organization of lectures and classes.

### *New Zealand*

A rural scheme worthy of mention is the New Zealand box system. The various University Tutorial Class Departments in the Dominion send out to rural study groups a box containing a series of lectures together with any illustrative material necessary, and books on the subject. These groups study under a voluntary leader. At the conclusion of its course the group is sent the address of the next group which desires to study that particular course and the group Secretary then sends the box with its educational contents onwards to the new group. A box may travel around to several groups before being returned to headquarters. This method has been extended considerably during the last few years since special grants for classes have been withdrawn in the Dominion.

### *In Queensland*

Most of these experiments in both America and England in the ways and means of rural education are being applied under conditions which have little counterpart in Queensland. The one which is being applied under conditions which approach nearest to those of rural Queensland is the Agricultural Extension Service in America. But the Queensland Government Department of Agriculture, though it assists the farmers with expert advice and with publications devoted to farmers' vocational matters, has not the large body of full time agents who continuously visit farmers and speak to their organizations nor the vast army of voluntary helpers who augment the work of the American Government agents.

Farmers in Queensland have their own voluntary organizations and it seems that the best approach towards interesting farmers in things other than the purely vocational might be made through those organizations.

On the whole I have seen nothing better for rural Queensland than an extension of the work we have already been trying to

do—by means of correspondence tuition, public lectures, group study, library facilities and the radio, though there are many ways in which the application of these methods could be varied and improved. For example, a series of meetings similar to those tried at Rutgers in America could well be tried in Queensland if funds were available. It is well worth while continuing to develop and improve the present scheme of correspondence tuition. Then there is the library. Books are vital to any scheme of adult education and the provision of libraries in Queensland is so inadequate. Failing the building of a public supply through a system such as is available throughout California or through the County libraries and the Central Library for Students in England, then an Adult Education Department in the University would do well to apply itself to this important task. A Central Library for Students could be built up by an Adult Education Department itself. This central supply could despatch books to individual students, book boxes to groups on the New Zealand system and travelling library vans to certain selected districts. The development of these various methods—correspondence lectures, personal lectures where possible, formation of groups and the provision of an adequate library for students' purposes—could proceed hand in hand.

## CHAPTER VI

### LIBRARIES

THE position of libraries in the work of adult education is a key one. A good and easily accessible library is vital to any scheme of adult education. Books are necessary as one means of obtaining information on any subject. They are necessary if the student is to do independent work outside of his class and if he is to continue to develop his knowledge of the subject after the class is over. Adult education cannot be regarded as serving its purpose if it does not lead folk to individual intellectual effort.

(The need for an ample supply of books has been fully appreciated in both England and America with the result that in both countries adult students are well provided for. In England the problem of supplying both text-books and auxiliary books for adult students seems to have been solved.)

#### *In America*

In America more has been done than in England to make the libraries themselves into active agents of adult education. In many of the large cities the public library provides readers' advisers. In Detroit, where this system has been developed furthest, there are special advisers in several subjects. Any person desiring to study a subject can visit the adviser and receive full advice as to the books which should be studied. Public libraries help also by sending, to any meeting of a new group, a library representative to discuss books and enrol students as members of the library. This, however, is not so useful as the English library practice of supplying a box of books to a class for the whole of a class session. Another way in which the American libraries help forward adult education is by keeping a card file of all adult educational activities in every subject whether under private or public control—including University Extension Lectures. This information is available at the library for anyone who asks for it.

The best of the American public libraries aim through their readers' advisers at getting to know the personal interests and needs of some of their clients and at making librarians much more than mere recording machines. To this end there is a clear division within the library staff between the secretarial members and the professional members. For the latter positions those are selected who have not only a special qualification in certain sub-

jects but also a great amount of human interest and understanding

A splendid feature in American Municipal and County libraries is the children's section. Even in suburban branch libraries there is usually a special room for the children, attractively decorated and set out as a library and reading room. Special children's librarians are appointed in charge of this room and they conduct a story hour each afternoon.

### *The Californian County Libraries*

Some of the County Library systems could well be copied by the Australian States. For example, in California there is an excellent system for serving all rural districts. The State is divided into counties and each county establishes a library by means of a special library tax on property of 4 or 5 cents per \$100. The use of these libraries is free. They do not include what is termed fiction though they do include everything which, in the Dewey classification system, comes under the term literature. At Sacramento, the delightful capital city up in the foothills, there is an immense Central Library. To it the County Libraries apply for the loan of books which they cannot themselves supply to their clients. The Central Library will supply books also direct to individuals resident in Counties where there is no County Library or will arrange for the loan of a book from one County to another. This Central Library keeps a huge union catalogue of all County Libraries in California so that it knows always in which library a book is to be found.)

District or branch libraries throughout the Counties are the first line of supply to students. These, when necessary, call on their County Central Library and this in turn applies when necessary to the State Central Library.

A distinctly useful development is the provision by each County Library of a schools section. All elementary schools have a library fund. Most schools have now given this over to their County Library which, with the pooled schools fund, establishes its schools section. All schools then draw on this County Library for their requisite books and for many of their materials.

There are other State systems in America but that in California is considered to be the best.

### *County Libraries in England*

Throughout England also there is a system of County Libraries. In fact, a population of twelve and a half million people is served by these English County Libraries in rural areas. Cities are served by their own Municipal Libraries with their branches. The cost of the County Library service is just under 4d per head of the

entire population served—a total amount of about £250,000 per annum—with an average number of books issued per annum of about 35 millions. This cost is met out of the education fund of each County Education Committee. Doing all the work of these libraries there are only 600 full time paid servants and there are 15,000 voluntary workers.

The Central Library in each County is a distributing centre to all the local lending centres. In each village is a local librarian who receives and is responsible for the books received from the County Library. He attends at the library depot at certain stated hours each week.

Books are distributed by the County Central Library by one of three methods (1) by boxes sent by rail or carrier, (2) delivery of specially chosen collections by a library van of which each County has one or more, or (3) by means of an exhibition van from which borrowers choose their own books. In all three cases the method of issue to borrowers is the same. Even if the borrower chooses the book from the van it is not issued direct but is left in charge of a local librarian who does the actual issuing.

### *Library Vans*

In England no County has adopted a scheme whereby exhibition vans visit the homesteads and farms and issue books direct to the members of the household. Distances are so short in England that borrowers can easily attend at the library depot. This is done, however, in several of the American States where distances are great like they are in Australia. If library vans were adopted in Queensland, the American rather than the English practice would probably need to be followed.

In England the distribution of books by exhibition van is held to be the most satisfactory method because it gives people the opportunity of seeing the books and choosing them for themselves. Also it gives the library staff the chance of occasionally visiting and talking with the rural borrowers. But it is the most expensive of the three methods of distribution because always two persons are sent on the van, a mechanic-chauffeur and a trained library assistant. If these jobs could be performed by one and the same person the cost would be reduced.

I was very much impressed by the work of exhibition library vans in America. They are used not only in rural districts but also for those suburbs of large cities in which the demand does not warrant the establishment of a branch library. The van pulls up at the same point in a suburb at the same hour each week,



and there it is awaited by the borrowers. On the occasions when I travelled on these suburban library vans I found invariably that more than half of the borrowers were children who were eager and enthusiastic in their use of the children's section.

### *Central Library*

In England, as in California, there is a Central Library. It acts not merely for the County Libraries but for all County, Municipal and University libraries.

This Central Library guarantees to provide any book required by any library. It will obtain this book, if possible, by drawing upon the supply of some other library or, if the book is not available in any other library, it will purchase it for itself and lend it direct to the library requiring it. The Central Library is in the process of constructing an inclusive union catalogue of all the books in all the libraries in England so that when asked for any book it will know in just which library that book is to be found. England has also been divided for library purposes into Regions and in each Region a union catalogue of all the libraries within it is being constructed. Thus have lending libraries become also borrowing libraries. The effect is that no person in England need go without the use of any book required.

Tutorial and other classes obtain at the beginning of a session a book box supplied according to a book list compiled by the tutor. There are three sources of supply of these boxes—(a) the County or Municipal Libraries, (b) the library of the Tutorial Classes of the Adult Education Department of the University, (c) the National Central Library for students. Urban classes and all Three Year Tutorial Classes draw their books from the Tutorial Classes Libraries while additional requirements of these classes may be obtained direct from the National Central Library. Rural classes other than Three Year Tutorials may obtain a book box from their local County Library which in its turn may apply to the National Central Library for those of the books required which it cannot itself supply.

County Libraries supplied books during 1931-2 for a variety of classes including the following—W E A Tutorial Classes 659; University Extension Classes 118, classes organized by L E A's 306; B B C Study Groups 49, Dramatic Societies 256 and other groups 178, making a total number of classes supplied with a box of books according to a requested list—1,566. Thus there is growing an active connection between the organized adult education and the County Libraries and it is the aim of the Education Committee of the County Libraries Association to develop this connection to the fullest possible extent.

## CHAPTER VII

### SOME OTHER AGENCIES FOR ADULT EDUCATION

#### *Women's Organisations*

A GREAT amount of adult educational work is now being done by clubs and societies which arrange regular lectures and discussions either on unconnected subjects or in a connected series. In England I noticed with pleasure the work in this regard being done by women's organizations. For example, there is the National Federation of Women's Institutes. In this Federation there are 5,000 Institutes. According to their expressed aims, each one of these is a gathering of country women 'to improve and develop conditions of rural life by providing centres for educational activities and social intercourse'. These Institutes are, of course, essentially social centres. That they satisfy a pressing social need for women in the villages is shown by their phenomenal growth during the past 15 years. But when discussing their work with some of the Federation leaders I found that the educational purpose is, in their minds, equally as important as the social one and every effort is made to encourage educational activities throughout the Institutes. This effort has been successful particularly in the sphere of training in home crafts. Expert instructors are trained at the expense of the Federation. The London County Council Education Authority provides free instruction for teachers of Domestic Economy. These instructors are then sent out by the Federation to branches where they teach a class and train more instructors. No attempt is made to market the work of the craft classes—the aim being solely to help women to make for themselves many of the articles and utensils they require and in doing so, to give them a new interest and a new sphere of self-activity.

To the classes in handicrafts are now being added steadily an increasing number of lectures and study groups in subjects of cultural and social interest so that the Women's Institutes are becoming, more and more, centres of education. The Local Education Authorities everywhere give grants to the Women's Institutes to aid their educational work. Some of the Women's Organizations in Australia might do well to copy some of the educational activities of the Women's Institutes of England.

Following this development of Country Women's Institutes—there is now proceeding a development of Townswomen's Guilds. That this new move is meeting a need is proved by the

fact that the number of these guilds has grown to 300 in the space of two years and that on an average two new guilds are being formed every week

Their purpose is more distinctly educational than that of the Women's Institutes. The Secretary, at their headquarters in London, pointed out to me that the new housing schemes throughout the English cities are rapidly creating new working class and lower middle class suburbs of people who, being all newcomers, do not know one another and who have no social centres. This situation has provided the need and the opportunity for a very useful work. The leaders of the movement, in setting out to organize women's guilds in these new suburbs, are particularly concerned to train the women members in the ways of democratic self-government. Special attention is given to showing them how to govern their own local meetings and Guild activities by democratic methods thus helping to nurture and develop the innate flair of the English for self-government.

The expressed purpose of the movement as set out in their literature is 'to encourage the education of women, to enable them as citizens to make their best contribution towards the common good' 'to stimulate the talent of all members by lectures and discussions and to serve as a common meeting ground for all women for education, including social intercourse'. This new network of women's organizations will undoubtedly fill a very useful place amongst the adult educational agencies in England.

In America there is the National League of Women Voters with branches covering the whole country. This League takes a very active part in protecting the interests of women and in striving not only on behalf of women but also for measures of public welfare particularly those which affect women and children. On all such public matters the League attempts also to educate its own members. All Branches hold regular Forum meetings and organize study groups. The subjects of lecture and discussion at these educational meetings are now not confined merely to women's affairs but include a wide range of cultural subjects.

#### *Other Voluntary Organizations*

In America there is the Commonwealth Club for men, with its nation-wide network of branches, which arranges regular Forums and study groups on all kinds of social subjects. There are also innumerable other clubs and societies with State or local range which regularly arrange, for their members, Forums for lectures and discussion.

In England, too, one could describe the educational work of several nation-wide organizations. There is the Y M C A, the Y W C A, the Adult School Union and the Co-operative Union, to name just a few. All of these arrange short courses, study circles, fireside talks, etc. The Co-operative Union goes as far as organizing full classes, some in co-operation with the W E A and some with the L C C.

In the Nottingham district the University itself, through its Department of Adult Education, in association with the Rural County Councils of Nottingham, Leicester and Derby, takes a direct interest in organizing and providing one year classes and short courses for many of these voluntary bodies. The extra-mural department at Oxford also has set up a special committee for similar work throughout Oxfordshire, Berkshire and Buckinghamshire.

### *Handicrafts*

The revival of handicrafts is an interesting feature now in many districts in England and in America. I have just referred to the handicraft classes of the Women's Institutes throughout England. In earlier pages I have referred also to the Men's Institutes in London and to the handicraft work at Sawston Village College in Cambridgeshire. Other adult education Institutes and Settlements throughout England all report a great increase in number of classes in various handicrafts which are attended not by folk who wish to learn a new means of making a living but by folk who desire to learn a handicraft which they can follow as a hobby. The same is true in America.

Several American States have organized Handicraft Guilds to encourage the production of artistic work. In the Allegheny Mountains, which comprise the backyards of several States, there is a large amount of good handicraft work produced. Perhaps the most remarkable example of the growth of a handicraft movement on a large scale is in New Hampshire. The movement there arose out of the deplorable state into which the fall in prices and the reduced sales of their products had thrown the fisherfolk in the fishing villages there.

It is not only well known handicrafts that are being developed but many a one that has been little practised since Early Modern or Ancient Times is being revived. 'Salvaging lost skills' is what one American writer has termed it.

Whatever be the handicraft selected, this new activity is providing an interest for leisure hours and at the same time an outlet for artistic impulses and a means of useful self-activity.

*Dramatic Societies and Little Theatre Groups*

Perhaps the most spontaneous growth on a large scale of groups of people desiring at the same time some cultural contact and a means of self-expression is the amazing number of dramatic societies ranging from the small group, meeting in a barn in the American Middle West, to the best of the Little Theatres and Repertory Theatres of America and of England. Nearly every voluntary association nowadays includes in its programme of activities some play reading and dramatic work. All this activity is to some extent itself educational even if there is no real instruction or educational guidance accompanying it. But many societies do receive the guidance of men and women who have some knowledge of literature and of art. Most of these advisers are voluntary workers. Where a dramatic society is sufficiently financial or where it is part of the activity of a large national organization, then skilled lecturers, tutors and producers can be obtained.

One of the problems of this new growth of interest in the Drama is not only the provision, but also the training, of producers. There are not nearly enough skilled producers for even all of those societies which can afford to pay for them much less for those which cannot. In England the British Drama League conducts regularly six schools for amateur producers in different parts of England.

In both England and America the needs of the Little Theatre Movement have led to the creation of National Organizations with which all dramatic groups can affiliate. In England there is the British Drama League and in America the National Theatre Conference. The British Drama League has 2,500 affiliated organizations in Britain and 100 overseas. It supplies information to its members on all matters connected with the Drama and Dramatic Production, conducts schools for amateur producers, Summer Schools for members, publishes a journal and conducts annually a competition for the best produced play amongst its member societies. Also on its premises at Adelphi Terrace, London, it has a splendid library of dramatic works.

In America the National Theatre Conference performs similar functions.

In both countries the writing of plays is also encouraged. In the State of Wisconsin alone there are 25 groups which both write and produce their own plays. In some cases these are written by the class on a method similar to the project method which I have described for advanced Tutorial Classes. An experiment which interested me in England in the sphere of dramatic work was the production of plays in open-air theatres. The green turf encompassed by shrubs and trees makes a delightful setting

*The National Institutes*

Before leaving the subject of voluntary associations I must at least mention the National Institutes which exist for the purpose of collecting and providing information about adult educational activities and for advancing the cause of adult education. In England there is the British Institute of Adult Education of which the membership is open to all men and women interested in adult education. In America there is the American Association for Adult Education existing for the same purpose. Then, with its headquarters in London but with an international membership, there is the World Association for Adult Education. I have reason to remember and to be grateful to each one of these Institutes, for their officers were exceedingly gracious to me and helped me very much in my investigations. Each nation does require some such National Institute which can gather up all the threads of adult education throughout the country, help to co-ordinate them and set them all together in a combined pattern.

In both countries these National Institutes are in close touch with the respective Carnegie Corporations, in America the Carnegie Corporation of New York, and in Britain the Carnegie United Kingdom Trustees. Without the financial assistance of these two Corporations much of the work I have described in this Report would have been stillborn or have died in early infancy because of the lack of sufficient financial sustenance.

## A PROBLEM OR TWO

*Advising Students*

AS I have talked here and there with those associated with adult education I have also followed up two subjects in which I have been interested—(1) the mortality of students—as students, and (2) the educability of adults in comparison with that of children and of adolescents

These lines of enquiry have led me to the Psychology Departments of several Universities and to some very interesting Institutions. Of the latter I would mention the Institute of Industrial Psychology in London and the Individual Adjustment Service in New York. The latter is concerned very intimately with the first of my subjects mentioned above. Why do so many students quickly drop out from classes for the entrance to which they have paid a fee? Though the research into these two subjects has not proceeded far it is possible of the first to say at least this—that students, before enrolling for any class, should seek skilled and sympathetic advice. So many join classes for which they are not fitted or which do not satisfy just what they are seeking. So many don't even know what they are seeking. The ideal would be for each student to pass through the hands of an Institution such as the Individual Adjustment Service in New York before deciding upon his class. This is not practicable in this part of the world. But at least students should not be merely enrolled en masse, there should be some measure of consultation with a responsible officer of the W.E.A. or of the Tutorial Classes Department. This practice would entail much time for this officer in the early part of the year but it would be better to enrol fewer students if, by so doing, those who are enrolled gain a greater measure of satisfaction.

*Educability*

The educability of adults has been investigated chiefly at Columbia University under the guidance of Professor Thorndike. I shall not here discuss in detail his researches, but they have been sufficient to show at least two things fairly clearly. (1) Learning capacity increases steadily to reach its maximum between the ages of 22 and 27 years. From then on it decreases only slightly so that a man of 60 has a capacity to learn equal to that of a youth of 14 years. (2) Some subjects and skills are more readily learnt

during childhood, some during adolescence and some after reaching adulthood

These two conclusions of Thorndike are alone sufficient to provide a very definite argument in favour of adult education and they raise many questions as to school time ages and curricula. For instance there is a question such as this—If another 1,000 hours are to be added to the schooling time, should they be added to the present block of 8,000 primary schooling hours by bringing the school leaving age up to 15 years, or should they be spread at 200 hours per year over the ages 15 to 19 years, or spread at 100 hours per year over the ages 15 to 24 years?

This last question is not of a mere academic nature, it is of some importance to those Education Authorities who wish to spend their available funds in the most economic as well as the best educational way. It also is of considerable interest to all who are concerned with adult education for we are confronted always with that gap of years between the average school leaving age and the age of adulthood.

### *Bridging a Gap*

This gap of years calls for more than a passing reference, it is a matter of concern not only to the adult educator but also to every school teacher and parent who is interested in the welfare of the young people after they leave the school.

Even though the capacity for learning increases until adult years are reached, yet that capacity, if not exercised, tends to atrophy. That is to say, it is easier for adults to learn if they have not allowed their learning capacity to grow rusty during adolescence. Moreover, they are much more likely to be interested in learning and in cultural things if that interest has been continuously cultivated from school days onwards. In any case education should be a continuous process.

Now the Public Education Authorities in England and in America are, in an increasing number of instances, taking this view. Not only are they providing for adult education, they are also trying by various means to keep young people still associated with the school environment, during the evenings, after they have left their day school. I have pointed this out incidentally in other sections of this report but it is as well to draw together here the scattered references.

In England there was the example from a country environment of the Village College scheme in Cambridgeshire. There the young people are kept still interested by three means. (1) In the first place there are the handicraft classes which cater for all kinds of tastes and all kinds of aptitudes. (2) Then there are all the social



activities of the district centred in the College (3) And there is the reading room and library still open to them

For a city environment, I have explained the work under the London County Council of the Evening Literary Institutes and of the Men's Institutes By what means do they keep young people interested? (1) There are the handicraft classes here, too (2) Equally attractive is the instruction in the many hobbies and there are the clubs which are formed around these hobbies (3) The communal arts—music and the drama—also attract many (4) And finally there is the reading room and library

In each of these examples educational activities are provided which are really interesting to young people Then working from these interests an attempt is made to broaden their interests outwards by means of talks and lectures on the history and development of the hobby or the handicraft and on any branch of science which bears upon it Thus is the attempt being made to bridge that educational gap between the age of school leaving and the time when young people may become interested in the adult classes which are conducted in the same block of buildings which they have grown accustomed to visit In America, similar efforts are being made by the Public Education Authorities, not only in California but in other States and in many of the cities It is a practice well worth consideration by Australian State Education Departments

## CHAPTER IX

### THE CINEMA AND THE RADIO

TO the end I have left an account of two recent additions to the means of education—the Cinema and the Radio. I have left them to the end not because they are any less in importance but because they are so very important that they should not be buried in the centre of a report where probably they would be skipped by the reader.

Queensland is lagging very much behind overseas countries in its use of these two most important aids not only to adult education but to all education. Particularly in England have educators been seized with the utility of these two products of modern science. The Radio in England has been developed further than the Cinema as an educator but the Cinema, too, is now receiving its due recognition. Let me tell of it first.

#### *The Cinema*

In America moving pictures have now for some years been used as aids to teachers in the schools of many cities and of several states. A standard projector has now been selected so that pictures will be interchangeable between schools. As I was not investigating school work I did not see the educational cinema in operation in America. It is not yet being used, so far as I know, for any adult educational work.

I have already described an experiment with films that is being tried in England in the sphere of rural adult education. The most significant move that has been made in England towards the development of the use of films was made late in 1933 when the British Film Institute was set up (1) to arrange for the production and use of films for educational and cultural purposes and (2) to raise the standard of the public appreciation of films.

This Institute is financed by the Government out of a tax levied on Sunday Cinemas—a typically British compromise. Cinemas, after much effort on the part of the picture interests, were given permission to open during certain hours on Sundays. But a substantial tax is levied on their Sunday takings and part of that tax is used for educational purposes. The Film Institute is definitely not itself a producer of films. Its functions are to link up the film industry with the educational and cultural interests in the country and to provide information on every side of the film trade. The Board of Governors has been constituted so as to give equal

representation to (1) the public interest, (2) the film industry in its three branches (producers, rentiers and exhibitors) and (3) educational and cultural interests

One of the first achievements of the Institute was the securing of agreement upon a standard projector for educational purposes. It is now, through European conferences, in process of achieving the adoption of this same standard throughout Europe. This enables all countries with a similar standard to interchange their educational films. America has adopted a different standard and seems likely to stick to it. Amongst the committees which the Institute has constituted is one of teachers and producers. The teachers explain what films are needed, the producers explain what is and is not technically possible. Once the production of an educational film is decided upon, one of the producing firms makes the film but under the direction of the Institute.

Already several films have been produced for the use of schools. They include botanical, language and literary films. Two industrial films have been made for the use of Tutorial Classes. Others are in the process of production including (a) films showing the geographical backgrounds of Shakespeare, Wordsworth, Hardy and Kipling, (b) a mathematical film, and (c) a series on physical education.

The other part of the work of the Institute is to attempt to cultivate the public taste and to stimulate a demand for better pictures by inducing the public to attend these better pictures. To this end individual membership of the Institute is invited and members receive regularly a monthly journal, *Sight and Sound*. Also, more important, they receive a monthly bulletin in which they will find a description of every new film as it is released. No criticism is offered, merely a fair description of all films, both of educational and of purely entertainment films. That this can have considerable effect has been proved in Liverpool where, prior to the launching of the Institute, there was already a Film Goers' Association. A theatre in Liverpool which always showed good films had been on the verge of closing. The effect of the Association was to increase its audiences until now it is as prosperous a house as any other picture theatre in the city. In effect such a group acts somewhat as a Repertory Cinema.

The Institute is anxious to see similar Institutes established in each other part of the British Empire. A Dominions and Colonies sub-committee has been set up 'to establish contact with territorial Governments and ascertain how the Institute can assist them to develop the educational and the cultural film in their respective areas'. Both in Canada and in South Africa moves have already

been made with a view to the establishment of Film Institutes on similar lines to those of the British Institute

A move ought to be made forthwith towards the formation of such an Institute in Australia. What would such an Institute do?

(1) It could co-operate with the British Institute by inducing all Australian State Education Departments and private schools to adopt the same standard projector as has been adopted in England. (2) It could obtain films through the British Institute. (3) It could co-operate with the British Institute by suggesting subjects for films. (4) It might co-operate with teachers and producers in Australia in the same way as does the British Institute in England—and for the same purposes. (5) It could even attempt, as does the British Institute, to cultivate a taste in the public for a better class of pictures.

Adult Educators should, along with other educators, welcome the assistance to their teaching which suitable films can provide. So soon as such films are available the interesting task will await the teacher of finding out the best technique for their use.

### *The Radio*

And then there is the Radio. When I come to write of it my immediate reaction is to write a panegyric upon the B B C. Would that the A B C viewed the function of national broadcasting through eyes similar to those of the B B C. I saw and heard quite a deal of the work of the Radio in education both in America and in England. In America all broadcasting stations are privately owned and operated. There are two nation-wide networks, the National and the Columbia, and very many local stations. Some educational institutions have their own stations.

For national broadcasts there is, with its headquarters in New York, a National Advisory Council on Radio in Education. This organization arranges the educational talks which are broadcast over both the national chains. But, so far, no regular times have been set aside by either of the national chains for educational talks. The only regular series has been one on Music. Most of the talks are separate and when any series is arranged it is usually of a popular type rather than an aid to serious study.

(In England conditions are different. It is from the B B C that we here have most to learn. On the educational side the organization is somewhat similar to that which has been developed here. There is a central advisory committee for arranging adult educational talks and another for broadcasts to schools. There is consultation with representatives of women's organizations in arranging the talks for women in the mornings. The time for

adult education talks is 7.30 p.m. The B.B.C. folk claim that the ideal length of time for a radio talk is 25 minutes. Anything less does not give the lecturer sufficient time. Anything more becomes tiring for listeners. But they stress the necessity for training the lecturers and for finding an improved technique. A few years ago 25 minutes would have been too long for listeners, but as lecturers are improving they can now hold their listeners for that length of time. Some talks series continue for 24 weeks—others for 12 weeks. Considerable time is given to the preparation and supervision of talks. The manuscript of a talk has to be sent in to the B.B.C. several days before the date of delivery. The Director of the Adult Education Talks then revises it, puts it if necessary into shorter words, shorter sentences and simpler phrases. In a lecture which is explanatory of conflicting points of view he cuts out anything which does not appear to him to be impartial. The manuscript is then returned to the lecturer to make sure that the alterations have not affected his meaning.

The B.B.C. has experimented with discussion and with question and answer. They do not use this method often. Unless the voices are obviously different the talk is confusing to the listener. When they do use the discussion it has to be very fully rehearsed and carefully prepared. Such a talk must be spontaneous and at the same time it must include all the necessary points, keep to schedule time and allow no chance for floundering. The method of preparation followed is this. Those taking part in the discussion are invited to the office of the director of the adult education section, there they discuss their subject spontaneously and their discussion is taken down by stenographers. The typed copy is then revised and put into shape by the director who then sends a copy to each of the speakers. Their comments and alterations are sent in and again revised. Probably another rehearsal will take place before the actual broadcast. At the microphone it is allowable to alter a phrase or insert short sentences provided all the cues are preserved.)

Series of talks on controversial subjects have been arranged and for these the best method so far found is for each talk in the series to be given by an exponent of one of the points of view but for the series to be edited. The editor gives not only the introductory and the final lectures he gives also a short summing up at the conclusion of each lecture. A series by the exponents of the various points of view, without any such editing, may confuse the listeners.

Dramatic interludes, particularly in series of lectures on history, have proved effective and popular.

*Listening Groups*

Listening groups have spread extensively. During the winter of 1933-4 there were 600 listening groups for each session. The size of groups usually is about 12 to 15, and this size is considered to be the best. The B B C has now six full-time regional officers engaged in organizing and visiting listening groups. This is obviously the best method of forming groups. The B B C of course believes its function to be an educational one and therefore it willingly spends money upon anything which it considers will help it to fulfil its function better.)

(It has now been decided to devote two or three nights each week to talks specially designed for listening groups. That is to say the talks are arranged in series and delivered specially to the groups. On the remaining nights talks are more especially for individual listeners. Sunday talks are always kept specially for individual listeners. It has found that a continuity of talks—sometimes two per week on the same subject—led to a great increase in the number of listening groups. A series of twelve on 'This Changing World' was given on five nights per week, but this is not to be repeated often as the individual listener who wants other subjects and shorter series has to be considered.)

Questions are invited and the B B C prefers to have them answered on the Microphone rather than by post though this could not be done if the volume of questions was great. Once, during each series that is arranged for Listening Groups, the leader of one of these groups is brought to the microphone when he offers his criticism and explains the point of view of the listeners.)

(Each year, in August, a Summer School for leaders of Listening Groups is held at Oxford. At the school the leaders are divided into groups and each group is given to a Tutor for guidance. Each day the groups in their respective rooms listen to a lecture specially broadcast to them. One of the members is appointed leader for the day and leads the discussion. At the conclusion of the discussion each member of the group in turn has to criticize the leadership of the leader and finally the tutor gives them his criticism and advice.)

The success of a listening group, as with other voluntary groups for adult education, depends very much upon the group leader. A good leader needs to have had a good general education, he must be prepared to read up the subject of the lectures beforehand so that he can answer some of the questions of the group. Then he has to conduct the discussion. For this, personality and tact are both important. The leader must believe in the value of discussion, he must bring every member into it, he must not let any one member speak too much or too long, he must prevent the

discussion from rambling, and he must, at the conclusion, draw together the various points and threads so that the members may the more readily see just where the discussion has led and how. The Summer Schools are invaluable in helping group leaders with guidance and criticism.

The chief purpose of group discussions is to stimulate thought. They should therefore stimulate the desire to read more of a subject. The B.B.C. pamphlets give copious advice as to books and librarians make a point of having copies of all recommended works.

Listening groups are of help not merely to the listeners but also to the broadcast lecturers and to the Broadcasting Corporation. The groups through their leaders may and do offer criticism which has proved helpful to individual lecturers, they also help the Education Committee by comments on the type of courses provided.

The Radio, thus far, is a one-way medium. Group listening satisfies to some extent the desire to 'answer back'. Also it helps to moderate the dictatorial element in Radio for, though members of listening groups form a minority of listeners, they are organized and are more vocal and critical than the unorganized majority. They help to keep the Corporation in touch with public opinion not only on educational but on all other broadcasts. It is worth the while of the Corporation to spend money on district representatives who can organize and regularly visit the listening groups. The B.B.C. in its wisdom has recognized this fact. It should be possible to organize listening groups in Australia in the same way.

It is in those countries which have a well-established adult educational system that listening groups are likely to grow. In Scandinavia the group listening movement is well developed. In Germany, prior to the Nazi Revolution, there was also a rapidly growing group listening movement but, like all other democratic activities, it was destroyed by the Revolution. In Russia there is an extensive group listening development but it is confined mostly to workers in industries, and it is devoted mainly to technical matters. The groups devote much of the time of meetings to questions of factory technique, administration and discipline. The factory workers also are encouraged to send in questions and have them answered by Radio. Outside of Russia educational talks are not technical nor are they used as a means of increasing industrial efficiency.

(The B.B.C. has found that for its educational talks purely scientific subjects are not as a rule suitable though some simple biology and chemistry talks have been successful. Social subjects

are most popular. They arouse interest and stimulate discussion.

As a help to listening groups very full synopses of talks are distributed and sometimes the full text. The adults of the race have been trained to eye-mindedness rather than to ear-mindedness and find it difficult to follow merely by listening. Sooner or later television will do something to help remove this difficulty but even then the printed word will oftentimes be needed also. The B B C pamphlets are usually a pleasure to the artistic eye as well as a help to the thinking eye of the student.

### *Broadcasts to Schools*

Then there are the schools broadcasts. From 1 to 2½ hours per day,<sup>1</sup> each afternoon from Monday to Friday, is set aside for these. The broadcasts are designed chiefly for the upper classes of primary schools—for children between the ages of 11 and 15 years. There are a few for children younger than this and a few for children older. Secondary schools in England vary so much in their hours, in their holidays and in their syllabuses that no attempt has been made to provide lectures for them. But no specific classes are talked to—the speakers keep in mind children of certain age groups. Teachers use the talks for whichever class or classes they think can best profit by them. No attempt is made to talk with a view to helping children for any particular examination. Also the talks are designed to help teachers, not to replace them. The schools receive the broadcasts during school hours between 2 p.m. and 4 p.m. The school syllabus is arranged to fit the time of a subject into the time arranged for the broadcast. The B B C distributes its time-table of talks in ample time for this to be done. Teachers at the outset opposed the idea of broadcasts to schools but now they praise the scheme. At present 20% of the Primary Schools throughout England have installed sets and the number is increasing steadily as L E A s and schools can afford the cost.

In this schools work as with the adult talks many experiments have been tried with subjects and much time and trouble is expended on preparation. An officer of the Schools Section of the B B C is sent frequently to listen-in at schools, to notice how the children receive the lecture and ask teachers for any suggestions. I accompanied one of these officers to several schools.

Some of the best of the schools talks, especially some of the dramatic interludes and travel talks, have been recorded. I spent a delightful afternoon listening to many of these records at the B B C. I asked whether the B B C would give copies of some

<sup>1</sup> One hour on two afternoons, one and a quarter hours on one afternoon and two hours on two afternoons.



of these records to the A B C if the request were made, so that teachers out here could hear the type of thing that was being done. I was told that the request would need careful consideration and the assurance of the preservation of the copyright, but that if the A B C decided that it would like to have some of these records it would be quite worth its while making the request. The B B C would certainly do its best to make suitable arrangements for acceding to it.

### *Concerts*

Another educational work of the B B C is the broadcasting every week-night during three months, July to September, of the Promenade Concerts given by the B B C orchestra in the Queen's Hall under Sir Henry Wood as conductor. Several years' experience of these concerts has shown that they are increasing in popularity both with the personal audiences and with the listening audience. Moreover broadcasting of the concerts does not reduce the size of the audience at the Queen's Hall. For three months of the year the Hall is crowded to capacity. At the conclusion of the final concert last year police assistance was necessary to rescue Sir Henry from the admiration of the crowd and shepherd him to his car.

### *News Talks*

(But of all the educational work of the B B C I think the mighty news talk fascinated me most. The events of the day are not just read as from a list. They are told as a tale by a friend—an intimate and sympathetic friend who is there to explain, to help and to educate. (And all in the best of English, spoken in as delightful a voice as one could wish to hear.) Be the news of a local or a national incident, be it of an international event, the method is the same—(1) give accurate news, (2) explain it.)

It was the broadcasting of the foreign news which particularly delighted me. The B B C takes the news from the tapes of the News Agencies. It has of course to depend on the News Agencies for the actual news. From this news it can select what it considers important. Often its emphasis is on events that the daily press barely mentions. Having selected its news items, it not only recounts but it explains them. Usually this is done by a short history of events leading up to the news of the day. Then the day's news is related to the past and its future significance suggested. Anyone following the news talks of the B B C can gain an excellent general knowledge of foreign affairs. Sometimes an expert is called in for a brief talk on some special piece of news.

There is thus scarcely need for any special lectures on foreign affairs. Always in foreign as well as in home affairs the B B C news displays a broad, tolerant and humanitarian outlook.

A similar talk on the foreign news of the week and arranged suitably for children is now to be included in the broadcasts to schools.

When discussing with me his News Service the Director of that service, Mr C A Siepmann, told me that the B B C. considered its purpose to be primarily educational, that his aim was to make the news service definitely an educational half-hour, that he was still not satisfied with it and hoped to find ways of making these nightly news talks even yet more helpful.

## THE NEW EDUCATION

IT will be evident from the account I have been giving that there is in both the countries I have visited a steadily growing demand for adult education and an increasing realization of the need for it. Throughout the report you will have noticed examples of Public Authorities undertaking the responsibility for this adult education and from time to time you will have noticed also, recurring throughout the Report, mention of the two conditions which in particular are stimulating the demand for education—the increasing amount of leisure and the increasing interest in social affairs. There is, in short, a steady growth of a great new branch of education.

The purposes of this great new move in education are both individual and social. When I say individual I do not mean individualistic. It does *not* aim at helping the individual to 'get on' and get a better job. But it is concerned with helping the individual to enjoy his life better and to make better use of it. That is to say, to use the well-worn though true phrase, it is concerned with helping him to live rather than with helping him to earn a living. Adult education is concerned with the individual also in that it helps to increase his knowledge and his skill in various directions and helps to increase his capacity for thought.

When I say that the purpose is also social I mean that better living on the part of the individual means better living for the community of which he forms one unit. Increased intelligence in the individual should help towards increased social intelligence. Society will also gain a benefit if the individual has been trained to use his better developed capacities in the service of the community. But to ensure such service on his part, I suppose he would need to be given that direction throughout the whole education process. Really the whole education process needs tuning to these same purposes that I have mentioned for adult education. Universal education grew up in the days of nineteenth century individualism. The purpose of individual endeavour was to get a job and then to get on and get ahead and to win individual success. The new education of those days did have a common purpose. It was to give to each individual child sufficient elementary knowledge to enable it to get on. The purpose was entirely individualistic. And in those days of small-scale industry and commerce there was a reasonable possibility, for an appreciable proportion of men, of attaining the success they sought.

But now in these days of large-scale mass-production and commerce, days of large-scale combination and monopoly in economic spheres, it is an insignificant minority who can reach the top and even these few positions of place and power are being steadily brought within social control. Education must adapt itself to the changing economic and social structure. Instead of imbuing young people with the incentive to get everything for themselves at the expense of everyone else, schools should be imbuing young people to join with others in intelligent organization and in a common struggle against disease, ignorance, poverty and insecurity. Young people should, however, at the same time, be trained better than before in the individual use of their capacity for thought and to a better use of their leisure.

So the purposes of the whole education process can perhaps be summed up in the words of John Dewey—Democratic society needs that folk should 'learn to *think* for themselves but to *act* with and for others'. That is to say, the individual capacity should be developed to the utmost but individuals should be imbued with the desire to use it in ways that will help rather than hinder their fellow-members of the community.)

Thus would the aim and purpose of the whole education process, and not merely the adult section of it, be both individual and social.

#### *The Necessity for Adult Education*

Before concluding this Report, perhaps I might just summarize some of the reasons which are to-day making adult education so necessary a development.

1 First of all it is necessary from the point of view of the theory of education itself. 'Education is a continuing process and cannot be cut into measured lengths'. I have mentioned elsewhere Thorndike's conclusion that the capacity for learning reaches its maximum in adult years though there is the difficulty with adults that they usually have acquired a number of faulty ideas and bad habits of mind which place difficulties in the path of their new learning.

Certain subjects are particularly suitable for certain age periods. For adults there is the whole range of the social subjects, psychology, philosophy and courses in criticism and appreciation of art. The individual has many interests, aptitudes, and powers that do not come to functional maturity until adult years. Many of the problems in the fields covered by these subjects can be understood and appreciated only in the light of adult experiences.

2 Moreover there is an increasing drive towards concentration on vocational training from the age of 14 years onwards during adolescence. This perhaps is in keeping with what the young

people are themselves interested in and may not be harmful provided that (a) the vocation for which the young people are best suited has first been discovered, (b) provided also that young folk are at the same time kept within the influence of one or more cultural subjects, (c) provided also that their curriculum includes studies which will enable them to relate their own occupation to the industry of which it is a part and to relate that industry to the economic and social life of the nation and of the world, (d) and last but not least, provided that there is ample provision for adult education in a variety of non-vocational subjects. It has been well-said that 'Society cannot live on vocational fruits alone. It must have ideas.'

3 Leisure time now fills a large place in the lives of most people and it will fill a larger place. There are many useful ways of spending leisure but amongst them there are at least three in which adult education can help very much to enable people to spend it with greater satisfaction to themselves and advantage to society. (a) There is the creative work in the arts and crafts. (b) There is the pursuit of various hobbies. (c) Some leisure can be used for reading, thought and discussion.

4 This next reason is one that I have already mentioned several times—the growing interest of people everywhere in social and economic affairs.

5 But apart from the needs of the individual, society itself needs that as many individuals as possible should understand it. It is well that there is an increasing interest in things social and economic. In a democratic society every individual should have a working knowledge of social and economic affairs and the capacity to form intelligent opinions on all public questions. Until adults have been given the chance of education, it will be futile to say that Democracy is not practicable. Many are the errors that are being made in individual, in family and in public life simply because of ignorance—and it is ignorance of subjects which can be studied and understood best by adults.

6 Modern life is so complex that without adult education no one can hope to understand our civilization or be prepared to adjust himself to the continual economic, social and political changes which affect him. The processes of social and economic life have become so complicated that the knowledge, attitudes and skill needed to handle them cannot be acquired in youth.

7 In fact our modern civilization is not only complex but the changes in it are so rapid that if man would keep up to date he must continuously be learning, reading and thinking. Many grave mistakes are caused by men, both in their private and in their public capacities, because they use ideas and practices that were learnt in the days of their youth when conditions were different.

*Bearing the Cost*

So often it has been said that the community cannot shoulder the expense of adult education. Once on a time that used to be said of primary and of secondary education but now most people would agree that these return to the community an amount much greater than is spent on them. Adult education also should yield such a dividend. It should reduce the amount of human ignorance and it should increase the capacity for adding to the health, the wealth and the happiness of the community. Thus surely it would return with interest any capital spent upon it.

(In America and in England this is being increasingly realized by the Public Education Authorities. In both countries, spurred on by the various stimuli, adult education grows apace. It is quite evident that adult education in those countries is no passing craze, it has come to stay, to spread and to fill a permanent place in the life of the peoples. In fact the growth of the Adult Education Movement is likely in the future to be considered as significant an event in democratic history as was the institution of compulsory elementary education half a century ago.)

Is Australia going to continue to lag behind in the development of this new movement in education? Here, more than in England and in America, it suffers from the handicap of being a new thing. This handicap can be overcome only if all those who realize the need for it continuously press its claims. To every public authority, to every legislator and to every voter in Australia I should like continually to put this question: 'Can we afford not to afford the costs of adult education?'<sup>1</sup>

<sup>1</sup> Question quoted from *The Australian Highway*, Vol. XV, No. 10

## CHAPTER XI

### SUGGESTIONS FOR QUEENSLAND

FROM all these various practices seen abroad, what can one select as worth while, and at the same time practicable, in Queensland? There are some things which, I suggest, should be done forthwith. They are as follow —

1 The Tutorial Classes Committee should divide its classes clearly into Three Year Tutorial Classes, One Year Classes and Short Courses. The membership of Tutorial Classes should be limited to those who have a sufficient knowledge of a subject to do the individual work necessary in a Tutorial Class and who will undertake to do that work. As soon as funds permit the enrolment in One Year Classes also should be limited.

2 More short courses should be provided and, at the other end of the scale, advanced classes are needed for those students who have completed a three year course in a Tutorial Class.

3 Prospective students should be encouraged to seek advice from the Director or other officer of the Tutorial Classes Department or of the WEA before deciding upon which class to join.

4 The correspondence tuition of the Department of Tutorial Classes should be continued and if possible extended. The methods followed in this section should be remodelled. Full notes with reading references might replace the full text of lectures. To make this work more effective, written work should be demanded from students. Failing the receipt of such work the despatch of further notes should cease. But the receipt of any large quantity of written work would make necessary the provision of special assistance in the task of correction.

5 Students who have completed a three year course in a Tutorial Class and who have attained to a sufficient standard should be encouraged to attend University lectures in their subject even though not intending to proceed to a degree.

6 The University should be asked to grant, once every two or three years, to at least one Tutorial Class student a scholarship comprising free entrance to certain courses.

7 The WEA and the Tutorial Classes Department should continue to develop their own libraries, particularly the educational sections of them. But the WEA should also urge upon the Government and upon the Local Authorities the fact that for an efficient system of education within the State an adequate provision and equipment of Public Libraries and of Museums is essential.

8 The Commonwealth Government should be asked to provide funds for the establishment of classes suitable for unemployed persons. It might make such grants out of sums appropriated for relief purposes. The co-operation of the WEA's in the other States of the Commonwealth could be sought in this matter.

9 The need of Adult Education for private endowment should be kept before the public.

10 Consideration should be given to the drafting of a scheme of rural work. Such a scheme could include —

- (a) A revival of study groups in suitable country towns.
- (b) The New Zealand book box method adapted to suit Queensland conditions.
- (c) A travelling library-and-lecture van in some selected district.

Farmers' organizations and the Department of Agriculture should be approached with a view to co-operation in a scheme of rural education in certain districts.

In addition to the foregoing I suggest that the following matters are worthy of consideration for future development —

1 The Brisbane City Council should be asked to grant an annual sum of money and to co-operate with the University in the provision of lectures and short courses in the suburbs of Greater Brisbane. A similar proposal should be placed before other City and Town Councils throughout Queensland.

2 Consideration should be given to the organization of Listening Groups. The Australian Broadcasting Commission might be approached with a suggestion that it appoint in each State a full-time organizer of Listeners' Groups. In this matter the co-operation should be sought of the WEA's and of the Education Broadcasting Committees in each State. Listeners' Groups should be provided with copies of talks and with books through the Tutorial Classes Department.

3 Those associated with adult education in Queensland should give some thought to the gap which lies between the schools and the adult classes. In conference with representatives of the Teachers' Union they should try to work out some practicable scheme for keeping young people interested in educational and cultural things. Such scheme might then be placed before the Department of Public Instruction.

4 Consideration might be given by the University to the possibility of remodelling its adult matriculation requirements so as to encourage students, who have completed a full Tutorial Class course and can obtain a recommendation from the Director of





Tutorial Classes, to enter the University and study for a diploma or a degree

5 In order that all these adult education activities might be suitably co-ordinated and continually extended, consideration might be given by the University to the establishment of a Department of Adult Education

This Department could comprise —

- (a) A Director of Adult Education
- (b) An Adult Education Committee—a committee similar to the present Public Lectures Committee
- (c) A Joint Committee for Tutorial Classes as at present
- (d) A Joint Committee for initiating and directing adult education of the less intensive type This committee might comprise University representatives together with representatives of local authorities and of such voluntary organizations as might be willing to co-operate
- (e) Possibly also the present Department of Correspondence Studies The correspondence work of the Tutorial Classes Department might be co-ordinated with the work of the Department for Correspondence Studies and some economy effected

The work of an Adult Education Department would include,—

- (i) The work arranged by the committees mentioned above in (b), (c) and (d) and possibly the work of (e)
- (ii) The gradual building up of a Central Library for Students in Queensland
- (iii) The extension of the influence of the University and of the spirit and method of University teaching into the less formal types of adult education
- (iv) The guidance through their University courses of such adult students who might from time to time enrol as students within the University